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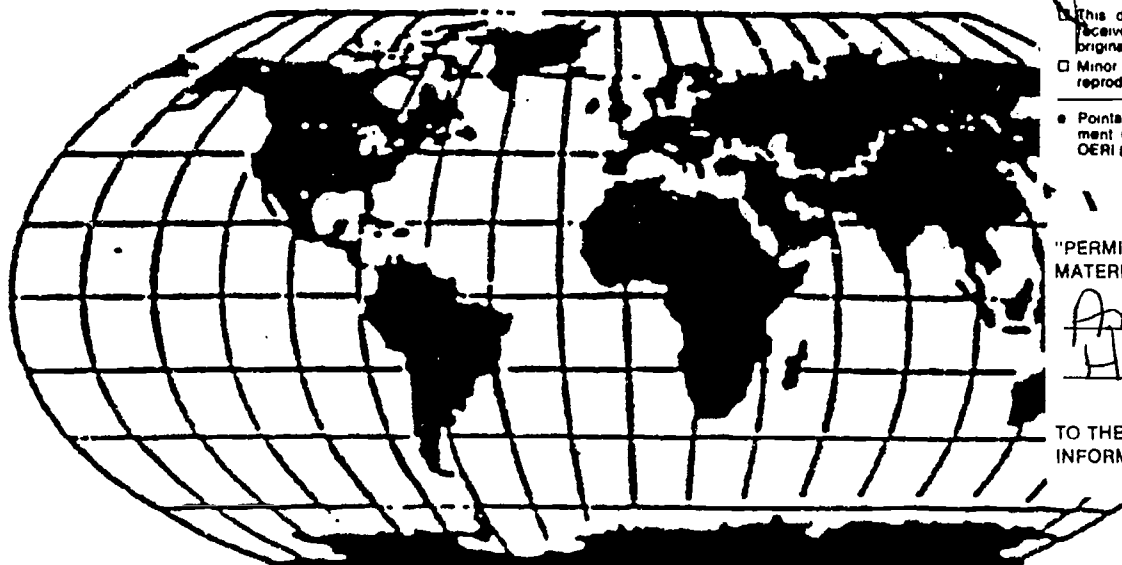
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## ABSTRACT

This publication is a compilation of lessons and unit plans developed by teachers of the Bexley, Ohio City School District through an international education program. Sample lesson plans include: "Giant Pandas from China" (Grade 1); "Haiku Writing" (Grade 4); and "Treasures--Ancient Civilizations of Ohio" (Grade 7). Unit plans include: Civil Rights (Grades 1 and 2); Native Americans (Grades 2 and 3); Individual Differences (Grade 2); The Oral Tradition (Grades 1 and 3); Plants (Grades 1-5); Games (Grades 2-6); Stereotyping (Grades 4-6); Prejudice (Grades 4-5); Cultural Interaction (Grade 6); Discrimination (Grades 7-8); and Stereotyping in Literature (Grade 9-12). (DB)

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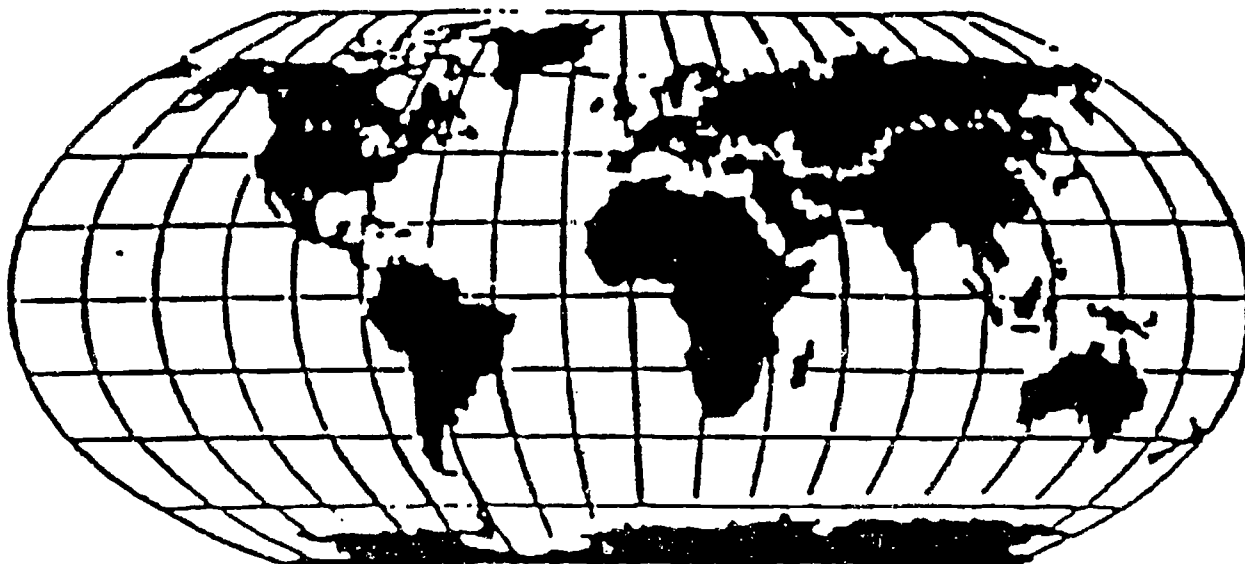
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**PERSPECTIVES ON THE WORLD:  
INTERNATIONAL EDUCATION  
INSTRUCTIONAL UNITS**

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**PERSPECTIVES ON THE WORLD:  
INTERNATIONAL EDUCATION  
INSTRUCTIONAL UNITS**

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**Fall 1992**

**PERSPECTIVES ON THE WORLD:  
International Education  
Instruction Units**

The International Education Program began from a Community Facilities Task Force Committee in March 1990. Within their report to the Board of Education, they recommended that "during the next four years the district establish programs which will bring distinction to the Bexley Schools such as an International Studies Program throughout the curriculum."

The following mission statement was later developed by an International Studies Steering Committee, which was made up of school staff representing every building within the district.

**Mission Statement**

The International Education Program of the Bexley City School District recognizes that its primary responsibility is to prepare students to be effective, caring citizens in the global community of today and tomorrow. Through internationally-focused and interdisciplinary-based experiences, students will acquire the knowledge, develop the skills, and internalize the attitudes necessary to respond appropriately to local, national and global events. This global perspective will enable students to recognize and appreciate the pluralistic heritage of the United States, the similarities and differences of other cultures, and the multiple interconnections and interdependence of the global community.

The Bexley International Perspective Model was developed during the 1991-92 school year. The model can be used to focus teacher instructional planning on important aspects of International Education.

Summer Institutes on International Education have been conducted during the summers of 1991 and 1992 and have been partially funded by the Bexley Education Fund.

In order to ensure long term carry over of the program and to give it depth teacher retraining was focused upon in the following two areas:

1. To develop in teachers an intellectual understanding of the need for and characteristics of an international education;  
and
2. To develop and use effective international instructional units which are fused with existing curriculum content and which reflect an interdisciplinary approach.

This publication is a compilation of lessons and unit plans that were developed by teachers participating in the International Education project during the 1991-92 school year and by teachers participating in the 1992 Summer Institute. Their enthusiastic efforts are appreciated. All of the lessons and unit plans are based on the Bexley International Perspective Model.

**International Education Participants - 1991-1992**

**Middle School**

Barb Romanczuk  
Linda Douglas  
Marge Galloway  
Joyce Schiff

Second Language  
Librarian  
Gifted Students  
English

**High School**

Isobel Young  
Mary Hockenbery  
Joan Miller

Second Language  
English  
Librarian

**Maryland**

Jeannine Hetzler  
Jean Lehman  
Sandy Hammond  
Karen Collins  
Bill Bowman

Fourth Grade  
Sixth Grade  
Librarian  
Second Grade  
Sixth Grade

**Montrose**

Becky Liefeld  
Carole Ennis  
Erin Tully  
Sharel Morrow  
Dean Hoover

Art K-6  
Sixth Grade  
Librarian  
Fourth Grade  
Fifth Grade

**Cassingham**

Mary Ann Claydon  
Nadine Ross  
Cheryl Agranoff  
Tom King  
Suzy Levine

First Grade  
Fourth Grade  
Third Grade  
Gifted Grades 4-5  
Fourth Grade

Pamela Kallner

International Education Coordinator

**1992 International Education Summer Institute Participants**

**Cheryl Agranoff  
Thomas King  
Peg Antle  
Susan Winer  
Suzy Levine**

**Linnea Blanchard  
Jeannine Hetzler  
Karen Collins  
Mindy Hall  
Edna Kuder**

**Marilyn Branstitter  
Diana Gordon  
Margie Harris  
Penny Miller  
Cheri Gerhold  
Pam Kallner**

**Marge Galloway  
Nancy Rapport  
Joan Greenberg**

**Molly Hoey  
Sara Pfaff  
Denise Novak**

**Isobel Young  
Linda Lentz  
Missy McCarthy  
Anne Hyland**

**Second/Third Grade Combination  
Gifted Grades 4-5  
Sixth Grade Language Arts  
Sixth Grade Health/Science  
Fourth Grade**

**First or Second Grade  
Fourth Grade  
Second Grade  
Second/Third Combination  
First Grade**

**Third Grade  
First Grade  
Second Grade  
Second Grade  
Physical Education K-6  
Gifted Sixth Grade/  
International Coordinator**

**Gifted Grades 7-8  
Middle School English  
Middle School Learning  
Center/Reading  
9-12 English  
High School English  
High School English/Psychology**

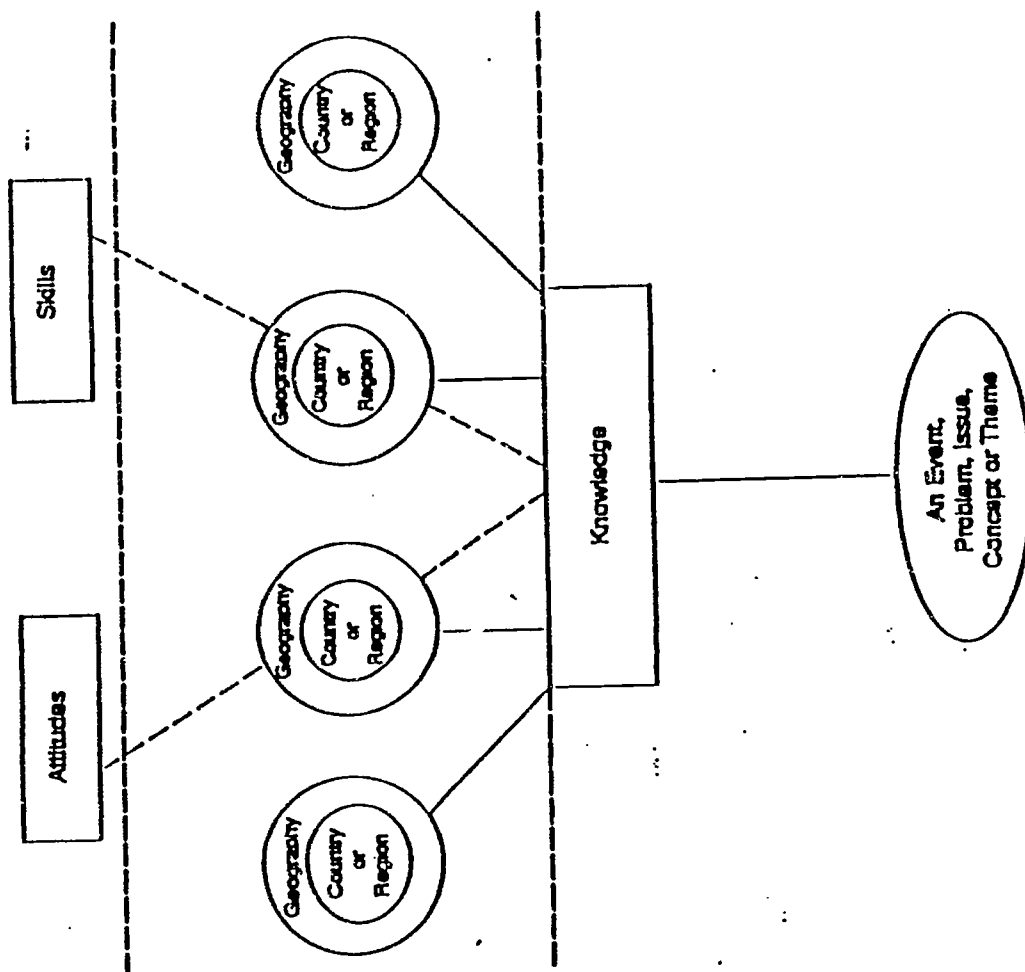
**High School French/Russian  
English Second Language K-12  
Physical Education K-6  
Director of Curriculum/Instruction**



# BENLEY INTERNATIONAL PERSPECTIVE MODEL

## INSTRUCTIONAL COMPONENTS

## UNIT PLANNING CHART



Knowledge	Attitudes	Skills
I. Geography - Impact of geography on all of the following domains:  II. Human Values/Cultures A. Universal B. Diverse C. Language  III. Global Systems A. Economic B. Political C. Ecological D. Technological E. Social  IV. Global Issues/Problems A. Peace/Security B. Development C. Environment D. Human Rights  V. Global History A. Conflict/Borrowing Among Cultures B. Origins/Development of Cultures and Values C. Evolution of Global Systems D. Historical Antecedents to Problems and Issues	Perspectives Open-Mindedness Persistence Tolerance for Ambiguity Flexibility Awareness Diversity Cooperation Appreciation Respect	Questioning Problem-Solving Concept Formation Inferring Evaluation Analogic Thinking Sequencing Logical Thinking vs. Emotional Brainstorming Identifying Similarities/ Differences Predicting Identifying Cause/Effect Observation Senses Metacognition Information Gathering Communicating Classifying Grasping Recording Data Making Assumptions Formulating Models Hypothesizing Controlling Variables Experimenting Analyzing Interpreting Data Making Connections Evaluating Synthesizing Generalizing

Adapted from Willard Kriep

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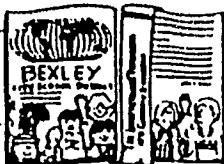
# INDIVIDUAL LESSON PLANS



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## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### GIANT PANDAS FROM CHINA AT THE COLUMBUS ZOO

#### INSTRUCTIONAL COMPONENT

<u>Knowledge</u>	<u>Attitudes</u>	<u>Skills</u>
Global Systems: Ecological Global Issues/ Problems: Environment Animal Rights Global History: Contact/Borrowing Among Cultures	Awareness Perspective	Questioning Problem-Solving Evaluation Observation, senses Information Gathering Communicating Making Assumptions Inferring

#### RELATED CURRICULUM AREAS:

Science  
Geography  
Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

- To locate point of origin for Giant Pandas on a globe/a map
- To locate information on each country's map
- To learn what Giant Pandas eat
- To learn other facts about them--while we visit the zoo
- To learn why Giant Pandas are difficult to keep in captivity

GRADE LEVEL 1

TIME Several sessions at 25-30 minutes each  
Zoo Trip - all day

#### MATERIALS

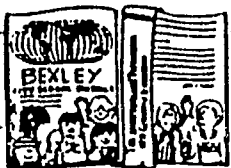
Trip "tickets" and "Visas"  
Paper, crayons, scissors  
Maps of China and United States  
Bamboo: picture; flute made from bamboo  
Zoo trip

#### PROCEDURES

Tell children we're going on a special trip to China.

Prepare a Visa and have children fill it in; discuss what a visa does.

Locate China and United States on a world map; note and compare sizes of these two countries. Color in each country and locate each country's capital city and oceans that touch each country.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

Discuss where we might find the Giant Pandas at the Columbus Zoo.

List questions to which we would like to find out answers regarding pandas.

Visit the zoo.

After the field trip we will list our answers to the questions. Note that we will answer why pandas are part of the raccoon family. And, we'll decide why pandas are difficult to keep in zoos. We will also list other information we learned about Giant Pandas at the Columbus Zoo.

### EVALUATION/STUDENT RESPONSE(S)

Are children able to locate China and the United States on a globe and on a flat map?

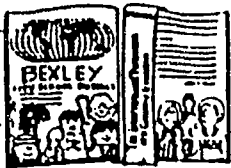
Can they find capital cities, oceans by these countries, and locate jungles in China?

Can children tell to which animal family Giant Pandas belong and the Giant Panda's cousins?

Can children tell the Giant Panda's food?

How are the Giant Panda's throats adapted to eat splintery bamboo?

The children can decide why raising Giant Pandas in a zoo environment is difficult?



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE RUSSIAN IN THE ATTIC

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
-Social  
-Political  
Global Issues:  
-Human Rights  
Global History:  
-Contact Borrowing  
Among Cultures

##### Attitudes

Open-Mindedness  
Respect  
Appreciation  
Awareness  
Cooperation

##### Skills

Brainstorming  
Identifying  
Similarities/  
Differences  
Predicting

#### RELATED CURRICULUM AREA(S)

Language Arts - reading - elements of a story  
Social Studies - Government Structures and Modern Ohio

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will listen to and enjoy *The Russian In the Attic* by Marcey Goulden Forman.

Students will identify things that surprise Mikhail about life in Ohio

GRADE LEVEL 3  
weeks

TIME 20 minutes a day for about 3-4

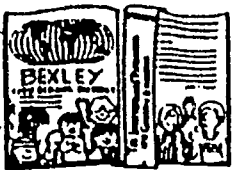
#### MATERIALS

A copy of the book  
Chart paper  
Markers  
Students  
Place to read

#### PROCEDURES

Each day set aside 20 minutes or so to read a chapter or two in the *Russian in the Attic*. As you read each chapter, ask students to listen for things that surprise Mikhail about life in Ohio. After you read keep a running list of these items on chart paper. I used different color markers each time. I put the paper on a bulletin board. The students brought in items about the Commonwealth of Independent States from the newspaper. We put these articles on the bulletin board on the brainstormed list of surprises.

Discuss keeping an open-mind regarding other cultures and developing respect for others' differences



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### STEREOTYPES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
Social  
Global Issues:  
Human Rights

##### Attitudes

Open-Mindedness  
Awareness  
Diversity  
Appreciation

##### Skills

Questioning  
Making Connections  
Interpreting Data  
Generalizing  
Identifying  
Similarities/Differences

#### RELATED CURRICULUM AREA(S)

Language Arts - reading - elements of a story  
Science - woodland - animals

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will discuss stereotypes and give examples of stereotypes for wolves

GRADE LEVEL 3

TIME About 40 minutes

#### MATERIALS

Books: Woodland Animals, The True Story of the Three Little Pigs

#### PROCEDURES

Write the word stereotype on the chalkboard. Ask students what it means

Read the section on wolves in the True Book of Woodland Animals

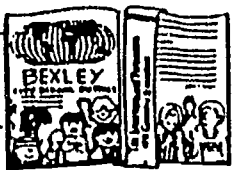
Talk about how this book portrays wolves

Discuss other images of wolves in other stories

Define stereotypes using wolf as an example

How are stereotypes used in real life? Discuss example





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### USE OF ABACUS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global History  
Origins/Development  
of cultures & Values  
Math  
Social Studies

##### Attitudes

Awareness  
Appreciation

##### Skills

Problem Solving  
Sequencing  
Identifying  
Information Gathering  
Recording Data  
Interpreting Data  
Making Connections

#### RELATED CURRICULUM AREA(S)

Math

Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Learn number system - base 10 adding and subtracting
- Become aware of cultural contributions
- Become skillful in borrowing and carrying when adding/subtracting
- Research
- Develop understanding of need to borrow and carry
- Discuss contributions of other cultures
- Develop appreciation for these contributions

GRADE LEVEL 4

TIME 1 hour, 45 minutes

#### MATERIALS

Shoe boxes, yarn, beads, math sheets/books, research materials

#### PROCEDURES

Request that the students research origin of abacus

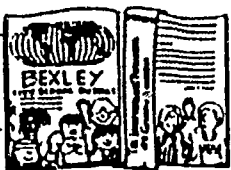
Have students record new vocabulary on butcher paper

Have students construct an abacus by threading yarn and beads through shoe box

Have a few students teach the others how to compute using the abacus

Provide students with opportunities to practice computing using abacus

Students should check each other for accuracy



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### CURRENT EVENTS - USE OF ATLAS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Issues  
/Problems

##### Attitudes

Awareness  
Diversity  
Appreciation

##### Skills

Generalizing  
Interpreting Data  
Analyzing  
Identifying  
Similarities/Differences  
Observation  
Information Gathering  
Hypothesizing  
Making Connections

#### RELATED CURRICULUM AREA(S)

Social Studies - U. S. - World  
Reading Charts

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Use an atlas accurately
- Increase awareness of current events - locally, nationally, internationally
- Broaden students' vocabulary

GRADE LEVEL 4

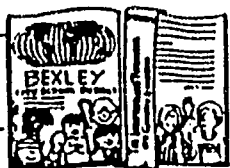
TIME 1 hour, 45 minutes

#### MATERIALS

Atlas - 1 for every 1-2 students  
Newspaper articles  
Butcher paper to list new vocabulary  
U. S. / World Map

#### PROCEDURES

- Opening - name city and state
- Students locate by using atlas
- Discuss news article
- List new vocabulary words on butcher paper
- Locate place on map - display article on map
- Use vocabulary words as spelling supplement
- Make connections between current event and geographic location



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ENTERING THE LATIN AMERICAN ZONE: KNOWLEDGE ASSESSMENT

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/  
Cultures

##### Attitudes

Awareness  
Diversity

##### Skills

Information Gathering  
Questioning  
Classifying

#### RELATED CURRICULUM AREA(S)

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Students will keep individual grade logs and monitor their own progress throughout the unit
- Students will recognize the Latin American region on a world map and outline it with chalk

GRADE LEVEL \_\_\_\_\_

TIME \_\_\_\_\_

#### MATERIALS

Blackboard and chalk  
Large World Map  
Paper and pencil

#### PROCEDURES

Present students with Pre-Unit-Questions

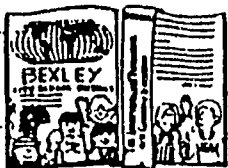
Explain the questions will be used to determine how the unit will begin (not a "pressure situation")

Read anonymous answers aloud and compare with correct responses (listed on blackboard)

Pre-Unit Questions:

- What languages are spoken in Latin America?
- List all the countries you know of in Latin America.
- What geographic areas or continents make up the region of LA?
- List any information you would like to share about LA.

Latin America: Cultural region composed of Mexico, Central America, and South America

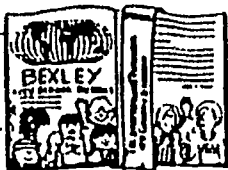


## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

Central America: Geographic region with boundaries of Mexico and Columbia

South America: Continent extending from Panama to Antarctica.

Spanish, Portuguese, and English are the major (economic and political) language of Latin America



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ENTERING THE LATIN AMERICAN ZONE: INTRODUCTION TO L.A. ZONE

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Cultures

##### Attitudes

Open-Mindedness  
Diversity  
Appreciation

##### Skills

Similarities/Differences  
Information Gathering

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Students will compare and contrast sample Latin American currency and United States currency.
- Students will discuss and recall basic currency valuation issues

GRADE LEVEL \_\_\_\_\_

TIME \_\_\_\_\_

#### MATERIALS

Photographs of region  
Travel mementoes and money from the region  
World Map  
Original questions

#### PROCEDURES

Discuss teacher's personal and academic experiences in various Latin American zones

Allow students the opportunity to handle photographs, mementos, and money from the region

Discuss various travel opportunities and reasons for travel

Discuss basics of differing money exchange

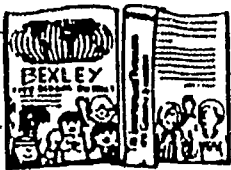
All basic currency units are not "worth" or valued on the same level

Currency values are tied to international trade and finance

International travel bridges huge geographic and cultural gaps and aids understanding between people

Invite students to find Latin American items in their homes (bananas from Costa Rica or jewelry made in Mexico, etc. . .) and share lists during next meeting

Students will find at least two news items related to Latin America and be prepared to discuss them in class or answer basic questions regarding the items.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ENTERING THE LATIN AMERICAN ZONE: MAP-IN-A-MINUTE

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Geography

##### Attitudes

Awareness

##### Skills

Information Gathering  
Observation  
Questioning

#### RELATED CURRICULUM AREA(S)

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Students will recognize the latin American region on a world map by outlining it with pencil on individual maps
- Students will list and correctly spell all Latin American countries from list given to the class
- Students will create and label correctly a map of Latin American geopolitical boundaries - first with the group - then individually

GRADE LEVEL \_\_\_\_\_

TIME \_\_\_\_\_

#### MATERIALS

Blackboard and chalk  
Pencil and paper  
World Map  
Map from Social Studies book  
Newsprint and marker

#### PROCEDURES

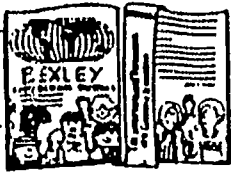
Assist students in "breaking-down" Latin America into two basic geometric shapes (cone and triangle)

Draw basic shapes on blackboard and divide into "geopolitical sections" to develop class map

Stress the importance of the exercise is to gain an understanding of what countries are in L.A. and how they related to each other. Perfection is not the key!

The region of Latin America is composed of the geopolitical areas of Mexico, Central America, and South America

Latin America is composed of 21 countries - see attached list and Map-in-a-Minute sample for placement



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ENTERING THE LATIN AMERICAN ZONE: LATIN AMERICAN REALITIES - A VIEW THROUGH LITERATURE

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/  
Cultures

##### Attitudes

Perspectives  
Open-Mindedness  
Diversity

Awareness

##### Skills

Synthesizing  
Inferring  
Making Connections

#### RELATED CURRICULUM AREA(S)

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Students will read and verbally summarize an American doctor's journal entry discussing realities in treating a rural Central American village
- Students will participate in discussion of various news items found by classmates
- Students will read aloud and arrive at a "translation" of a Nicaraguan folk song through consensus

GRADE LEVEL \_\_\_\_\_

TIME \_\_\_\_\_

#### MATERIALS

30 copies of each reading  
Pencil and paper  
World Map  
New State of the World Map

#### PROCEDURES

Present two readings and describe settings

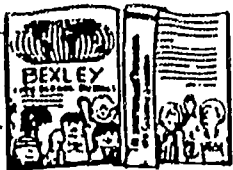
Assist with oral reading of items

Facilitate discussion aiming toward synthesizing current information with previous discussions

Discuss news items found by students

Realities in a sample Latin American rural village are very different in some aspects from life in the rural village of these students

Latin American folk songs are illustrative of the region's history - as are U. S. folk songs (illustrated through reading lyrics) and comparing to folk song examples from student examples



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ENTERING THE LATIN AMERICAN ZONE: HABLANDO ESPANOL/SPEAKING SPANISH

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Cultures:  
Language

##### Attitudes

Awareness

##### Skills

Communicating  
Information Gathering

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Students will master through verbalization, a given Spanish language conversation
- Students will recall the three major languages utilized in Latin America
- Students will learn and sing independently a simple Mexican folk song

GRADE LEVEL 4

TIME \_\_\_\_\_

#### MATERIALS

Blackboard and chalk  
Pencil and paper  
Spanish/English Dictionary  
Spanish Language Request Lists

#### PROCEDURES

- Collect and translate student requests
- Speak bilingually throughout lesson
- Set lesson tone with "airport situation"
- Introduce basic words and phrases to build simple conversation
- Physically demonstrate words and phrases
- Spanish, Portuguese, and English are the major languages utilized in Latin America
- See attached Spanish Language Lesson sheet and "La Bamba" lyric sheet
- Practice words, phrases, and conversation
- Given lyric sheet to read for next meeting - Spanish/English lyrics so students could attempt to read Spanish
- Listen carefully to oral repetition by students





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ENTERING THE LATIN AMERICAN ZONE: THE "CULTURE" OF CELEBRATION

#### INSTRUCTIONAL COMPONENT

Knowledge

Attitudes

Skills

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Students will organize, create, and evaluate their own Latin American fiesta
- Students will recall "La Bamba" and participate in a group sing-a-long
- Students will utilize outside class resources to enhance class activities

GRADE LEVEL 4

TIME \_\_\_\_\_

#### MATERIALS

Resources as determined by committees  
Pinata materials  
Fiesta photographs  
Pinata Instructions  
Food contributions  
Music selections  
Decoration materials  
Tape player and record player  
Lyric sheet

#### PROCEDURES

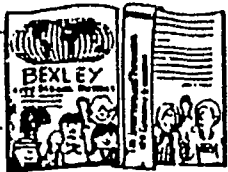
One week prior to actual fiesta date, assist students to organize committees and committee tasks

Facilitate committees as needed

Provide students with culture specific resources and facilitate discussion of custom origin and significance

Cooperative organizational, and planning skills will be enhanced and evaluated by the students.

Introduction to Latin American celebration - music, foods, traditions (pinata), and dance



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

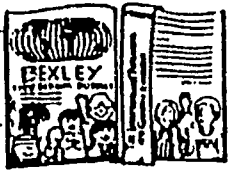
Pre-Fiesta assignment was for committees to organize (with instructor assistance an "authentic" L.A. fiesta. Committee selection is open to students, basic tasks of committees assigned by instructor

Draw your own Latin American Map-in-a-Minute. Use a separate sheet of paper, label as many countries as you can

What are the major languages spoken in Latin America?

What geographic areas compose Latin American?

List at least four new things you know about Latin America.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### HAIKU WRITING

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/Cultures  
Global Issues:  
Environment

##### Attitudes

Perspectives  
Awareness  
Appreciation  
Respect

##### Skills

Brainstorming  
Similarities -  
Differences  
Observations -  
Senses

#### RELATED CURRICULUM AREA(S)

Language Expression  
Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

Increase awareness of nature  
Appreciate Japan's cultural contribution to literature  
Use editing skills  
Follow Haiku format and style of writing  
Understanding of syllables

GRADE LEVEL 4

TIME \_\_\_\_\_

#### MATERIALS

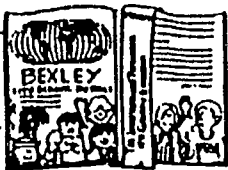
Knowledge of Haiku format  
Haiku poem examples  
Examples of nature (bumble bee in jar, sprig of flowers)  
Butcher paper to record brainstorming examples  
Haiku filmstrip  
Water colors

#### PROCEDURES

Read Haikus aloud; ask for similarities, i.e., nature; 3 lines; nah-rhyming  
Show some aspect of nature in classroom (bee in jar - release bee out window)  
Invite students to write about bee

Brainstorm words form list  
Have students watch filmstrip  
Use computers to write/edit poems

Use water colors to create 3-panel light picture of Haiku  
Display on bulletin board  
Describe the contribution of this culture to literature  
Discuss perspective of cultural group



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### EARTH FLAG AND EARTH PLEDGE

#### INSTRUCTIONAL COMPONENT

<u>Knowledge</u>	<u>Attitudes</u>	<u>Skills</u>
Global Systems: Ecological/Social Global Issues: Peace Development Environment	Appreciation Awareness Perspective Cooperation	Brainstorming Predicting Interpreting Problem-Solving Observation

#### RELATED CURRICULUM AREA(S)

Social Studies - Geography  
Earth Sciences - Art  
Written Expression  
Cooperative Learning Skills

#### OBJECTIVE/CRITICAL ATTRIBUTES

- To increase awareness of environmental needs for our planet
- To connect the destruction of our past uses of the natural resources to your current dwindling supplies
- To project commitment for future use of resources

GRADE LEVEL 6

TIME 3 Days

#### MATERIALS

References, materials, resources used in a previous lesson on misuses of natural resources  
Construction paper  
Web for brainstorming ideas  
Art materials for flags

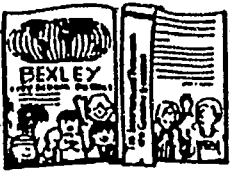
#### PROCEDURES

Discuss Pledge of Allegiance to United States flag

List problems that we know exist on the planet

Discuss possible solutions:  
recycling, using food chain wisely for human and animal consumption, finding alternative fuels and power sources, ways to protect what is left, ways to replenish

Discuss reasons for pledging allegiance beyond our country



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

In small groups: choose to write as a pledge what is needed for future commitment to earth saving. Writing needs to be concise and meaningful and required, in some cases, several edits and rewrites

Design a flag that represents the ideals of the pledge

Make a poster showing flags and pledges for our Earth Day Project

Evaluate the project by answering questions on a point system basis

Example:

Did I express the idea that was my main focus? Circle one.

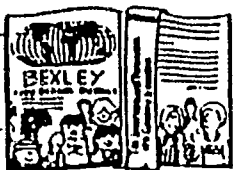
Low (Scale) High

1 2 3 4 5

Does my flag represent the Earth and its needs?

Low (Scale) High

1 2 3 4 5



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

CIRCA 1492

What Was Going On In the World Around 1492  
How Did These Events Affect Our Modern World?

### INSTRUCTIONAL COMPONENT

#### Knowledge

Human Cultures:  
Diverse  
Global Systems  
Global Issues  
Global History

#### Attitudes

Perspective  
Flexibility  
Awareness  
Diversity  
Cooperation  
Appreciation

#### Skills

Questioning  
Problem Solving  
Concept Formation  
Inferring  
Evaluation  
Sequencing  
Brainstorming  
Same/Differences  
Cause/Effect  
Classifying  
Graphing  
Making Connections  
Written Expression

### RELATED CURRICULUM AREA(S)

Music  
Math  
Art  
Science

Health  
Reading  
Geography  
History

### OBJECTIVE/CRITICAL ATTRIBUTES

- Students will become aware of the global connections that happened around 1492
- Students will work in cooperative groups to develop questions that analyze the components of the old and new world cultures
- Students will develop critical attitudes about historical events and look at those events from different perspectives
- Students will develop a project to show their knowledge of the topics they choose

GRADE LEVEL 6

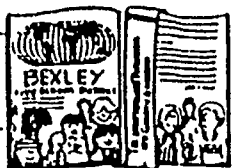
TIME 4-6 Weeks

### MATERIALS

Maps  
Books  
Periodicals  
Field Trips  
Fencing

Globes  
Encyclopedias  
Videos  
Music  
Human Resources

Charts  
Magazines  
Art Supplies  
Computer Programs



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### PROCEDURES

Introduction of project - lessons covering approximately 2 weeks

Assigned groups of 5 students each  
Background information explaining what topic meant  
Outlining of project components (research, written materials, product)

Choosing a topic

Each group chooses 3 topics of interest and put them in order of preference  
Teachers choose from the 3 listed topics to get a broad variety of topics and then meet with each group to decide how to formulate a topic question

Researching - approximately 12 weeks

Parent volunteers take individual groups to the Columbus Main Library to research materials. This step is valuable as many students have never been there and do not know about its many facilities

Books and magazines are read in group meetings and in some cases the available information causes the topic to be changed, expanded, narrowed, or combined

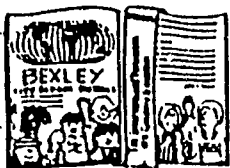
Notes are taken and bibliographies were compiled. Eventually these are placed into folders and submitted upon project completion. One or two people in each group become a recorder and several put all of their group notes on computer disc.

Information to be illustrated on projects are written, edited, and printed out to appear as captions or explanation of graphs, pictures, and/or models.

Students keep an individual daily log and a weekly group log in order to maintain a record of problems, solutions, feelings, and goals to achieve.

Project Construction - approximately 2 weeks

Groups brainstormed to decide effective ways of making the research information visual, simple and appealing. This phase takes much cooperative planning. Negotiations have to be ongoing, and compromises reached so that construction of the projects can proceed. Most groups divide the construction into individual



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### Construction criteria

- Use as many recyclable materials as possible
- Be inventive and creative in designing a product that has eye appeal
- Cooperate as much as possible to get the job done on schedule

Actual construction requires large blocks of work time and includes use of art classes, art teacher, and art supplies. This is scheduled originally to be one week, however, it may take two! At this phase the interpersonal relationships reached a new level of intensity.

Arguments and frustrations may erupt and the groups have to figure out ways to solve the problems involved. The teacher's role is to mediate (if asked) and make suggestions for resolutions. Teacher also help attain materials and maintain on-task work time. Many students need encouragement and incentives to "stay with it."

### Display and Presentation of Project

Projects are finished in time for the Spring musical, and displayed before and after the performance.

Each group presents their project to the class. They describe their process of construction, tell what they have learned, and share their problems and solutions.

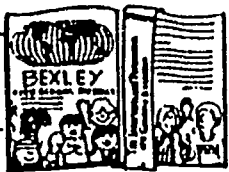
### Related Activities

The spring musical, "Hello, Columbus!" was chosen to coincide with Circa 1492. This required after school rehearsals, one Saturday rehearsal, and painting scenery during the time that the projects were under construction

A field trip to see the Santa Maria and a picnic lunch by the river.

A field trip to review the Seeds of Change exhibit and to tour the International Areas at Ameriflora.





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### "TREASURES"

#### ANCIENT CIVILIZATIONS OF OHIO (NATIVE AMERICANS)

##### INSTRUCTIONAL COMPONENT

###### Knowledge

Human Cultures

###### Attitudes

Perspective  
Awareness of  
Diversity

###### Skills

Noting Similarities/  
and Differences  
Forming Concepts  
Analyzing

##### RELATED CURRICULUM AREA(S)

Ohio  
Ancient Civilizations

##### OBJECTIVE/CRITICAL ATTRIBUTES

To develop concept of primary sources

To develop concept of culture universals

GRADE LEVEL 7

TIME 90 minutes (2 class periods)

##### MATERIALS

Each child brings in three "junk" items from home

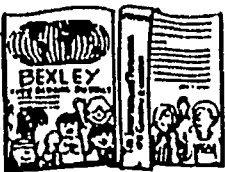
##### PROCEDURES

"Junk" items become treasures from an ancient civilization. Working in randomly formed groups of 3 or 4, they pool their "treasures" and describe the hypothetical culture that left these treasures.

Culmination: Review the process of learning from primary sources.

List culture universals.

Each group shares artifacts representing two or three culture universals.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### UNITED NATIONS OF LATIN AMERICA (UNLA)

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Issues:  
Peace/Security

##### Attitudes

Flexibility  
Cooperation  
Appreciation

##### Skills

Problem-Solving  
Brainstorming  
Communicating

#### RELATED CURRICULUM AREA(S)

World Cultures  
Latin America

#### OBJECTIVE/CRITICAL ATTRIBUTES

To develop problem-solving skills  
To develop knowledge of cultures of Latin America  
To develop skills of communication

GRADE LEVEL 7

TIME 2-3 weeks (42 mins/day)

#### MATERIALS

Textbook on Latin America  
Almanacs, encyclopedia, reference books on Latin America  
Library cost in Latin America

#### PROCEDURES

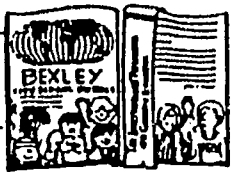
Working in pairs, students investigate one nation of Latin America

They then create (identities) roles for themselves as delegates

Each pair writes one resolution to be presented to the UNLA for discussion/debate/approval

Officers are elected. UNLA opens with a ceremony

All resolutions are debated and voted upon. Review of vote. Closing ceremony.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE TRUE STORY OF THE DISCOVERY OF AMERICAN

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global History:  
Contact Among  
Cultures

##### Attitudes

Awareness  
Respect  
Perspective

##### Skills

Analogic Thinking  
Evaluating

#### RELATED CURRICULUM AREA(S)

United States History  
Age of Discovery

#### OBJECTIVE/CRITICAL ATTRIBUTES

To develop perspective on a given situation  
To develop awareness of contradictory points of view  
To develop respect for diverse cultures

GRADE LEVEL 8

TIME 90 minutes (2 class periods)

#### MATERIALS

Textbook version of Columbus' discovery of America  
Other sources telling of Columbus' discovery of America

#### PROCEDURES

Re-tell story of Columbus' discovery of America

List all various groups connected with the discovery, e.g., Native Americans, Jews in Spain

In small groups, tell story of the discovery from their points of view.

Develop into skits, written stories or illustrations

# UNIT LESSON PLANS



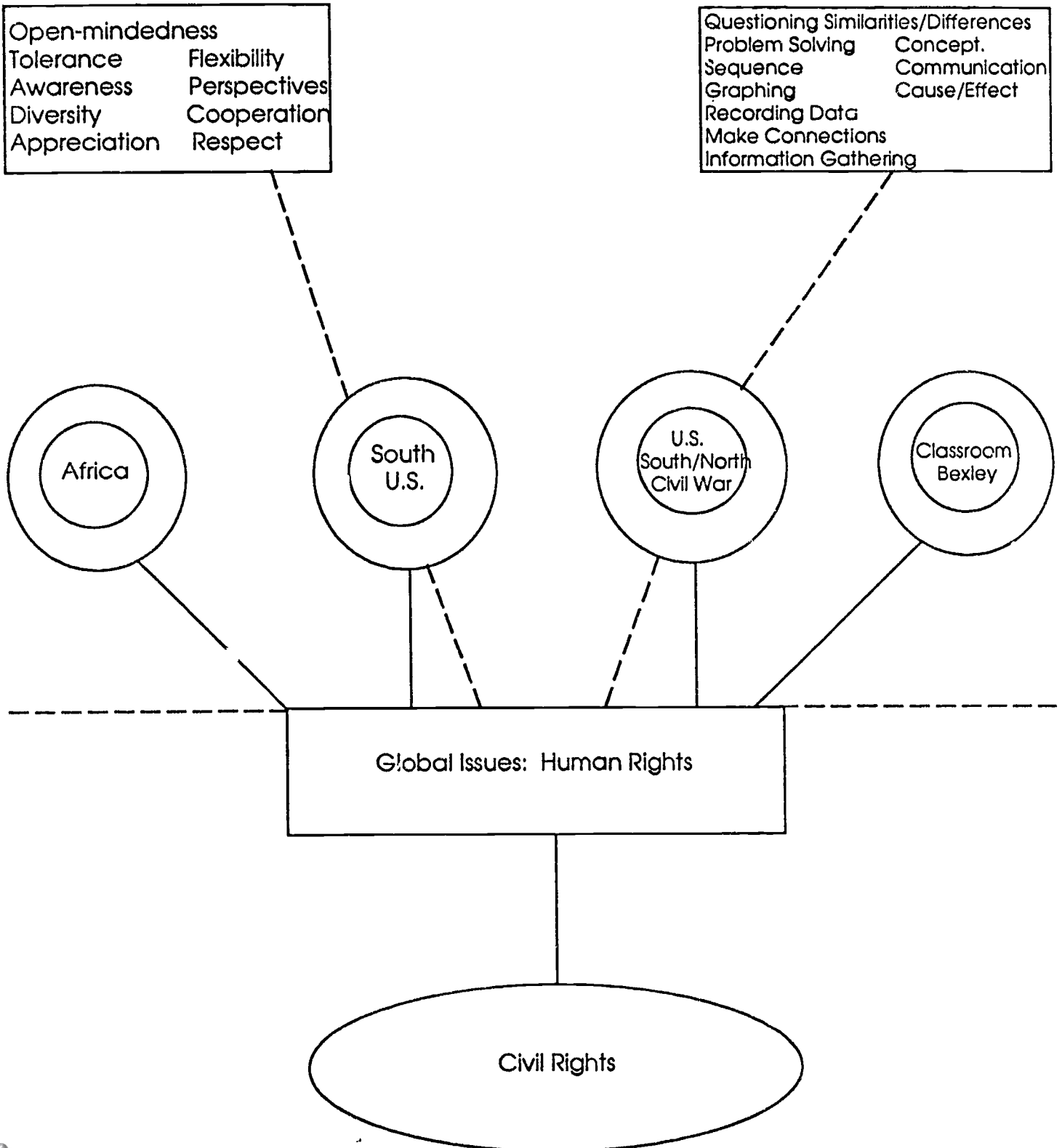
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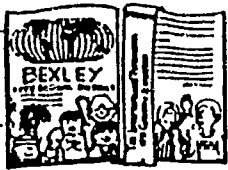
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# UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### MARTIN LUTHER KING - CIVIL RIGHTS LEADER

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Rights

##### Attitudes

Persistence  
Awareness  
Respect

##### Skills

Questioning  
Listening  
Identifying Similarities  
Differences

#### RELATED CURRICULUM AREA(S)

Holidays (1)  
Self (1) (2)  
Famous Americans (2)

#### OBJECTIVE/CRITICAL ATTRIBUTES

Children will be introduced to the impact of Martin Luther King on American life; the need for the civil rights changes; the reason we honor his birthday

GRADE LEVEL 1

TIME February-1 hour

#### MATERIALS

Music	Pictures of Martin Luther King
Chairs	Filmstrip
Paper collars	Poster board
Map	Drinking cups/pitchers
Slates	Pencils
Books	

#### PROCEDURES

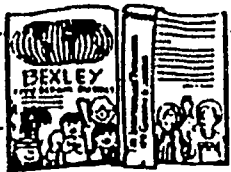
Read book or show video on Martin Luther King

Show map of United States to identify location of unfair practices

Discuss and role-play suggested topics of unfairness - transportation (bus) schools, restaurants, restrooms, etc.

Activities: Divide class into two groups with collars with white/black





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### Role Plays:

Set chairs up like bus - driver directs blacks to back

School - one side has desks, books, paper, pencil, other side has slates, sits on floor

Restaurant - black collar couple not allowed to come in

Drinking fountains labeled white-colored

Restrooms labeled

### Discussion:

How do you think black collars feel? Do you think this was fair? How are things changed today? Are there still problems? Discuss perspective of each group.

### Activity:

Each child illustrates what he/she learned about M. L. King from today's activities. Teacher writes their thoughts / explanations of their illustration

Display on board with previous work from this unit on black history



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ABRAHAM LINCOLN'S IMPACT

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Rights

##### Attitudes

Perspectives  
Open-Mindedness  
Diversity  
Awareness

##### Skills

Concept Formation  
Sequencing  
Similarities/Differences  
Communicating  
Making Connections  
Identifying Cause/Effect

#### RELATED CURRICULUM AREA(S)

Holidays  
Self-Awareness

#### OBJECTIVE/CRITICAL ATTRIBUTES

The students will be introduced to Abraham Lincoln, his background history and important role of freeing the slaves

GRADE LEVEL 1

TIME 30-45 minutes

#### MATERIALS

Map of the United States  
Picture of Abraham Lincoln  
Literature that can be read aloud and discussed about Abraham Lincoln  
Du'Laire or D'Laire Video

#### PROCEDURES

On the previous day - show D'Laire video on Abe Lincoln

Show a large map of the United States. Talk about how the states were divided north/south during Abe Lincoln's presidency. Why?

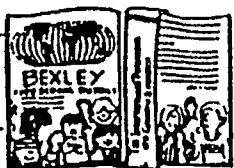
South needed slaves for cotton plantation  
North - futures, slaves not necessary

Discuss perspective of both regions - perspective of slaves

Using the D'Laire Book on Abe Lincoln - discuss pictures and sequences of Lincoln's life that influenced his views on slavery.

Make a time line of those events.

Lincoln's childhood - - Emancipation Proclamation



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### INDIVIDUAL AWARENESS

(Toward end of unit on M. L. King Discrimination)

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Issues:  
Human Rights

##### Attitudes

Awareness  
Respect  
Acceptance

##### Skills

Questioning  
Problem Solving  
Brainstorming  
Making Connections  
Sorting and Classifying

#### RELATED CURRICULUM AREA(S)

Health  
Individual Awareness

#### OBJECTIVE/CRITICAL ATTRIBUTES

The students will be exposed to the differences and similarities of the students in our classroom

GRADE LEVEL 1

TIME 30-45 minutes

#### MATERIALS

Space for students to move around and "sort" themselves

#### PROCEDURES

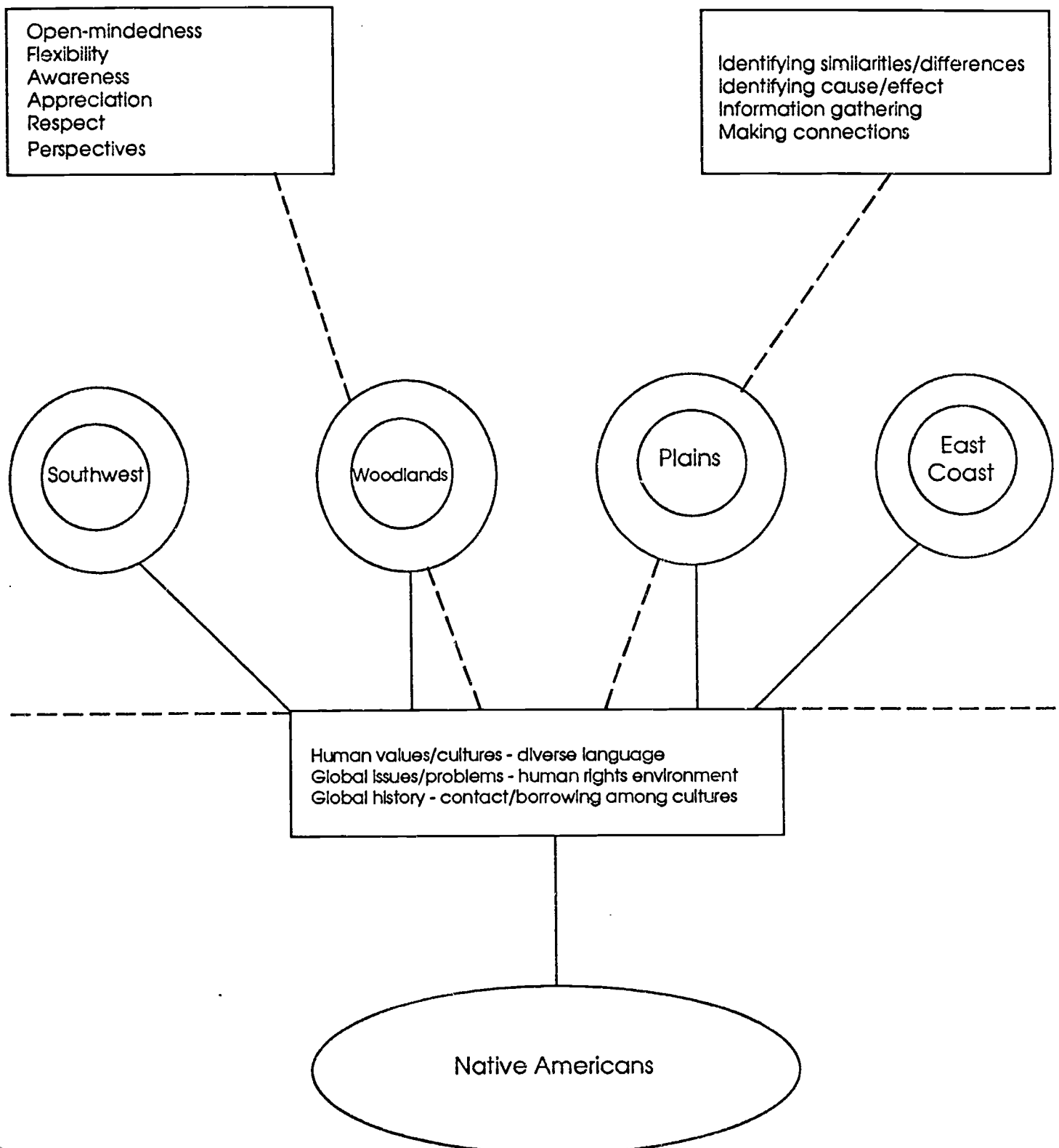
Questioning  
Predicting

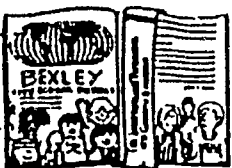
"People sorting"  
Sorting/Classifying

Have the class suggest ways to sort and classify the students in the classroom (hair color, eyes, size, gender, etc.)

Discuss what they discovered - try to lead the discussion, through questioning, to look at our classroom. Do we stereotype? Do we discriminate against some students based on a physical attribute? or gender? etc., etc. How do we feel about this? Do we need to change? If so, in what way? How can we begin to bring about this change?

## UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### CURRENT EVENTS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Contact/Borrowing  
Among Cultures  
Diverse - Human  
Values/Cultures

##### Attitudes

Open-Mindedness  
Awareness  
Respect

##### Skills

Identifying Similarities  
/Differences  
Communicating  
Making Connections

#### RELATED CURRICULUM AREA(S)

- Language Arts - writing and speaking
- Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

Children will look for newspaper articles about Native Americans and identify any stereotypes

GRADE LEVEL 2/3 or 3

TIME 15-20 minutes each day

#### MATERIALS

"The Columbus Dispatch"  
Bulletin Board

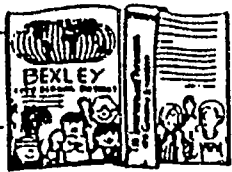
#### PROCEDURES

Each morning during our opening, we discuss current events. During this year we will look for articles about different groups of people.

We will look for articles about Native Americans. We will read and talk about each one. If there are stereotypes, we will talk about how the Native Americans are portrayed.

We'll hang each article on the bulletin board and leave it up.

Students will discuss developing an open-minded attitude toward and respect for Native Americans



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE INVASION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Rights  
Borrowing Among  
Cultures

##### Attitudes

Awareness  
Respect  
Perspective

##### Skills

Identifying Similarities  
Differences  
Making Connections

#### RELATED CURRICULUM AREA(S)

#### OBJECTIVE/CRITICAL ATTRIBUTES

One group to gain the awareness of the perspective of another group

GRADE LEVEL 2 or 3 & 4 or 5  
hour

TIME About an

#### PROCEDURES

Arrange for an intermediate grade to "invade" your classroom

Give instruction to "invaders"--

Choose a students space, take pencil, crayons, paper from desk - using them - gently move in - ask student to move, to get something, don't answer questions and etc. Activity should not last more than 10-15 minutes

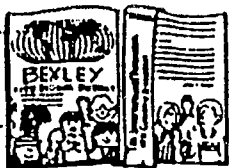
The class being invaded should not be told about activity before invaders come in

Discussion should follow with both groups giving their perspectives and feelings

Emphasis would be placed on awareness of others' perspectives and respect for others

Students would discuss cause and effect of the invasion and then make connections for real life invasions

(Columbus and Native Americans, Western Expansion, etc.)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### NATIVE AMERICAN STEREOTYPES AND REALITIES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Cultures  
Global Systems:  
-Human Rights  
Global History  
-Borrowing  
Among Cultures

##### Attitudes

Open-mindedness  
Awareness  
Appreciation  
Respect

##### Skills

Identifying Similarities  
/Differences  
Information Gathering  
Making Connections

#### RELATED CURRICULUM AREA(S)

Language Arts

Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

Children will identify and discuss Native American stereotypes and realities

GRADE LEVEL 2/3 or 3

TIME \_\_\_\_\_

#### MATERIALS

Magazines (with pictures of Native Americans)  
Bulletin Board  
Large piece of paper (for U.S. map outline)  
Paper  
Crayons, markers, pencils, etc.

#### PROCEDURES

Have students make a large outline of the United States to put on a bulletin board

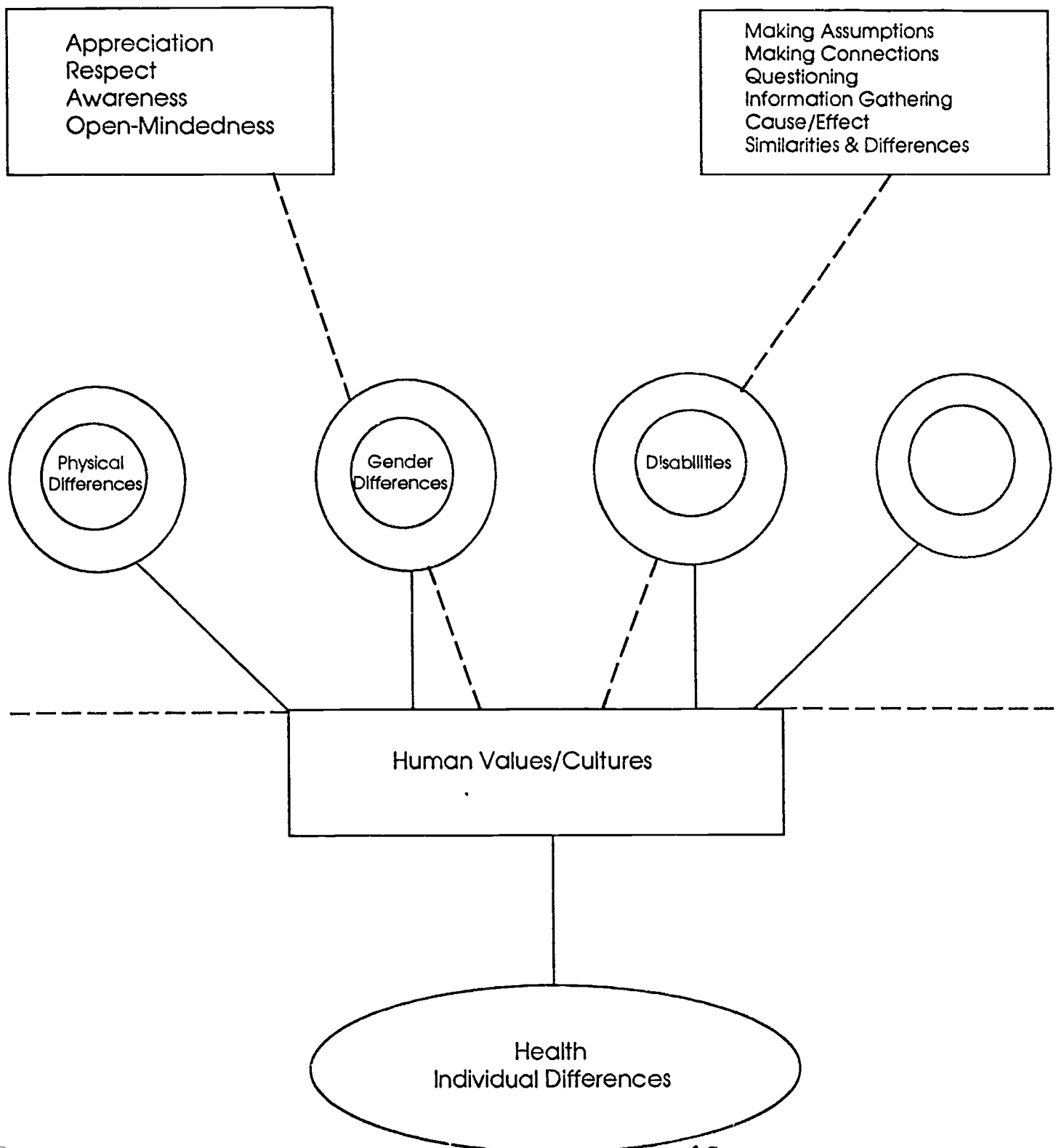
Students may draw or cut out pictures of Native American children and adults

Attach the pictures to the bulletin board randomly

Use this bulletin board to discuss the Native American stereotypes and realities

Students will discuss developing an appreciation and respect for the Native American culture

## UNIT PLANNING CHART







## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### INDIVIDUALIZED DIFFERENCES/DISABILITIES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values

##### Attitudes

Awareness  
Appreciation  
Respect  
Open-Mindedness

##### Skills

Similarities/Differences  
Cause/Effect  
Information Gathering

#### RELATED CURRICULUM AREA(S)

Health  
Famous Americans  
Senses

#### OBJECTIVE/CRITICAL ATTRIBUTES

GRADE LEVEL 2

TIME \_\_\_\_\_

#### MATERIALS

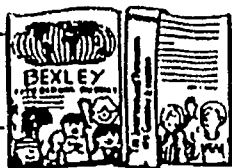
A taped cartoon program with which the children are familiar  
TV

Speaker: Holly Reed - a blind person with whom the children are comfortable and familiar

#### PROCEDURES

Use the video to give the children an example of how it might be to use TV or movies as a blind person experiences them.

Have the children interview Holly about how her life as a child compares to theirs.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### DELIGHTFUL DIFFERENCES - PHYSICAL DIFFERENCES A Lemon is a Lemon

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Culture  
-Diverse  
-Universal

##### Attitudes

Awareness  
Appreciation

##### Skills

Observation - Senses  
Recording Data  
Identifying Similarities

#### RELATED CURRICULUM AREA(S)

Science  
Health

#### OBJECTIVE/CRITICAL ATTRIBUTES

Children will be able to find their groups' lemon from among a group of lemons.

GRADE LEVEL 2

TIME 30 to 45 mins.

#### MATERIALS

Lemons (about a dozen)

#### PROCEDURES

Previous sponge activity (possibly during a story)

Children draw six trees - all exactly alike (or 6 flowers or 6 people)

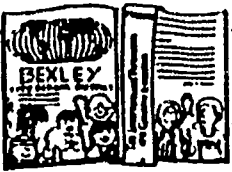
Describe a lemon - whole class, record answers

Divide class into several small groups; each group chooses one lemon, list more distinguishing characteristics of that one lemon

Put all lemons back in one pile. A group representative finds that group's lemon among the others.

Discussion: It's the differences that become important

Discuss appreciation of others and their differences



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### Other Activities

Bulletin board (p. 33) A World of Differences, Teacher/Student Study Guide  
- discuss

Box activity - relate to MTW mystery box

#### Self Unit

- Self Portraits

- Draw each other

- Autobiographies

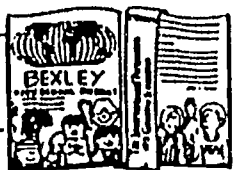
- Family Photos

Cut out pictures of children (people) who are different from each other

Marion Anderson story

Eleanor Roosevelt's Letter

Puppets calling each other names based on differences - discuss p. 32 -  
elementary pack



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### INDIVIDUALIZED DIFFERENCES/GENDER

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/  
Culture

##### Attitudes

Awareness  
Open-Mindedness

##### Skills

Information Gathering  
Similarities/Differences  
Making Connections

#### RELATED CURRICULUM AREA(S)

Health

#### OBJECTIVE/CRITICAL ATTRIBUTES

The children will recognize gender. They will examine stereotypes of gender roles

GRADE LEVEL 2

TIME 45 minutes

#### MATERIALS

Books with pictures  
Charts of vocations  
Lists of chores and jobs done at home  
Chart of recreational activities

#### PROCEDURES

Give children the list of routine jobs and chores at home - Have children write down who usually does that job.

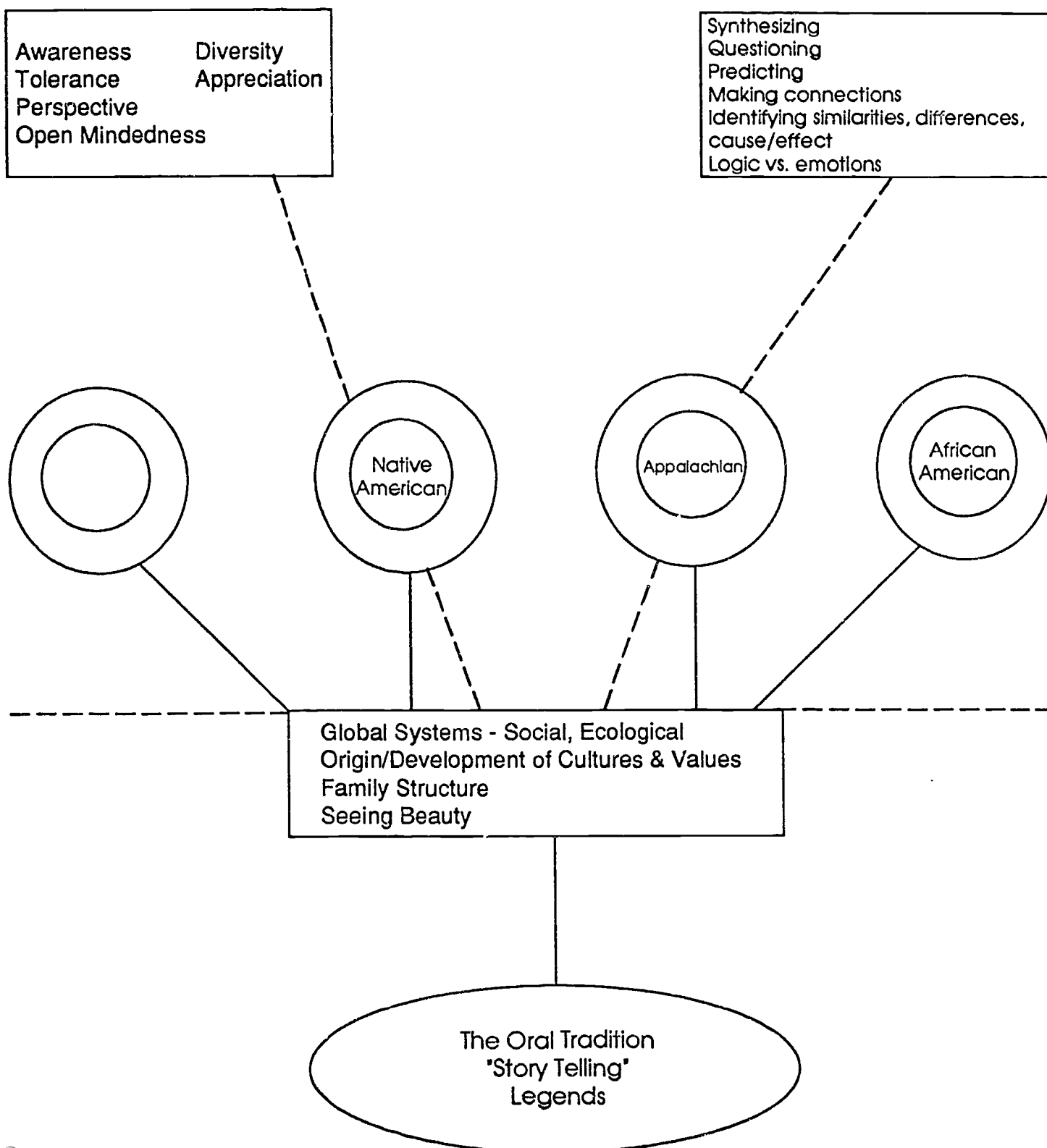
Have children look at books and record genders in various vocations

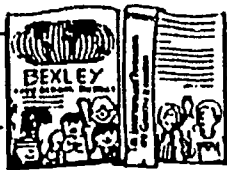
Do chart of recreational activities as a group in terms of gender participation

William's Doll - Zolotow

Discuss the lists in terms of stereotypes in regard to vocations, chores and recreation

## UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE ORAL TRADITION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Origin/Development  
of Cultures & Values  
Family Structure  
Social Systems  
Ecological Systems  
Seeing Beauty

##### Attitudes

Awareness  
Tolerance  
Perspective  
Diversity  
Appreciation  
Open-Mindedness

##### Skills

Making Connections  
Identifying Similarities  
and Differences  
Predicting

#### RELATED CURRICULUM AREA(S)

Language Arts - Elements of story  
Social Studies - cultural backgrounds

#### OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story. Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3

TIME 1 hour, 45 minutes

#### MATERIALS

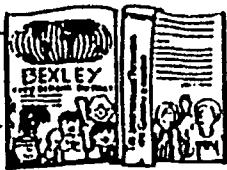
Markers  
scissors  
Copy paper  
Large roll paper  
Assorted resource books

#### PROCEDURES

We will use books in the room and teacher information to construct a large chart which will show: where the three cultures are found (originally), material wealth (generally), family structure, and relationship to nature.

After this introduction to each culture, we will read a story from each and talk about why it reflects that culture using the chart.

Stories:    N.A.    A Horse Called Starfire  
              AA     Why Apes Look Like People  
              App    Jack in the Giant's Newground



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE ORAL TRADITION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Origin/Development  
of Cultures & Values  
Family Structure  
Social Systems  
Ecological Systems  
Seeing Beauty

##### Attitudes

Awareness  
Tolerance  
Perspective  
Diversity  
Appreciation  
Open-Mindedness

##### Skills

Making Connections  
Identifying Similarities  
and Differences  
Cause/Effect  
Synthesizing  
Questioning  
Logical Thinking vs.  
Emotional  
Predicting

#### RELATED CURRICULUM AREA(S)

Language Arts - Elements of story  
Social Studies - cultural backgrounds

#### OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story

Student will explain why story telling is important to the African  
Americans, Native Americans, and Appalachians

Student will look for reasons in the culture's history for the story

GRADE LEVEL 1-3

TIME 1 hour, 45 minutes

#### MATERIALS

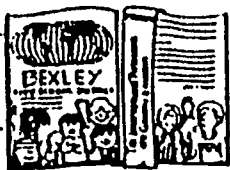
Crayons  
Paper  
Books  
Paper clips

#### PROCEDURES

Read a story from each culture and talk about why it reflects that  
culture using our chart. We will talk about themes in each story.  
material wealth

Stories: N.A. Why the Possum's Tail is Bare  
AA Jack and the Devil's Daughter  
App Jack and the Fire Dragon

After reading Jack and the Fire Dragon we will make a crayon resist.  
(Color stripes of bright colors on paper and then go over it with black,  
use a paper clip to scratch a picture)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE ORAL TRADITION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Origin/Development  
of Cultures & Values  
Family Structure  
Social Systems  
Ecological Systems  
Seeing Beauty

##### Attitudes

Awareness  
Tolerance  
Perspective  
Diversity  
Appreciation  
Open-Mindedness

##### Skills

Making Connections  
Identifying Similarities  
and Differences  
Predicting  
Questioning  
Logical Thinking vs.  
Emotional  
Synthesizing  
Cause/Effect

#### RELATED CURRICULUM AREA(S)

Language Arts - Elements of story  
Social Studies - cultural backgrounds

#### OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story.

Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3

TIME 1 hour, 45 minutes

#### MATERIALS

Books  
Water  
Paper

Water Colors  
Brushes  
Pencils

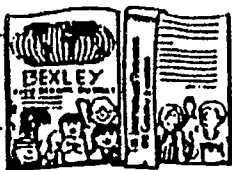
#### PROCEDURES

Read a story from each culture and talk about why it reflects that culture using chart as a reference. We will look for themes in each story.

Stories: N.A. How the Turtle Beat the Rabbit  
AA The River that Gave Gifts  
App Jack and the Bean Tree

After we read The River that Gave Gifts, each child will write about and illustrate using water colors the gift they would give an elderly friend.





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE ORAL TRADITION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Origin/Development  
of Cultures & Values  
Family Structure  
Social Systems  
Ecological Systems  
Seeing Beauty

##### Attitudes

Awareness  
Tolerance  
Perspective  
Diversity  
Appreciation  
Open-Mindedness

##### Skills

Making Connections  
Identifying Similarities  
and Differences  
Predicting  
Questioning  
Logical Thinking vs.  
Emotional  
Synthesizing  
Cause/Effect

#### RELATED CURRICULUM AREA(S)

Language Arts - Elements of story  
Social Studies - cultural backgrounds

#### OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story.

Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3

TIME 1 hour, 45 minutes

#### MATERIALS

Books

Turtle

Crayolas

Paper

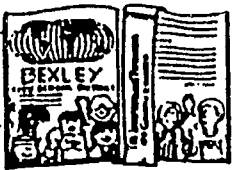
Pencils

#### PROCEDURES

Read a story from each culture and talk about why it reflects that culture using chart as a reference. We will look for themes in each story.

Stories: N.A. Thirteen Moons on Turtle's Back  
AA People Who Could Fly  
App Big Jack and Little Jack

After reading Thirteen Moons on Turtle's Back, we will count the scales on my turtle's back. Then write and illustrate about our own moon tale, (Something that happened to us in relationship to the moon.)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE ORAL TRADITION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Origin/Development  
of Cultures & Values  
Family Structure  
Social Systems  
Ecological Systems  
Seeing Beauty

##### Attitudes

Awareness  
Tolerance  
Perspective  
Diversity  
Appreciation  
Open-Mindedness

##### Skills

Making Connections  
Identifying Similarities  
and Differences  
Predicting  
Questioning  
Logical Thinking vs.  
Emotional  
Synthesizing  
Cause/Effect

#### RELATED CURRICULUM AREA(S)

Language Arts - Elements of story  
Social Studies - cultural backgrounds

#### OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story.

Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3

TIME 1 hour, 45 minutes

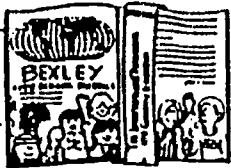
#### MATERIALS

Paper  
Colored Pencils  
Pencils

#### PROCEDURES

We will illustrate and write a brief summary of our favorite book or story from the week.

Each child will tell a story from their own culture. Then we will identify the themes and talk about the "cultural connection."



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### BIOGRAPHY

#### Native American

**A Horse Called Starfire, by Betty Bogehold**

**Thirteen Moons on Turtle's Back, by Joseph Bruchac and Jonathan London**

**Why the Possum's Tail is Bare, by James Connolly**

#### Appalachian

**The Jack Tales, by Richard Chase**

**Jack and the Fire Dragon, by Gail E. Haley**

#### African American

**Black Folktales, by Julius Lester**

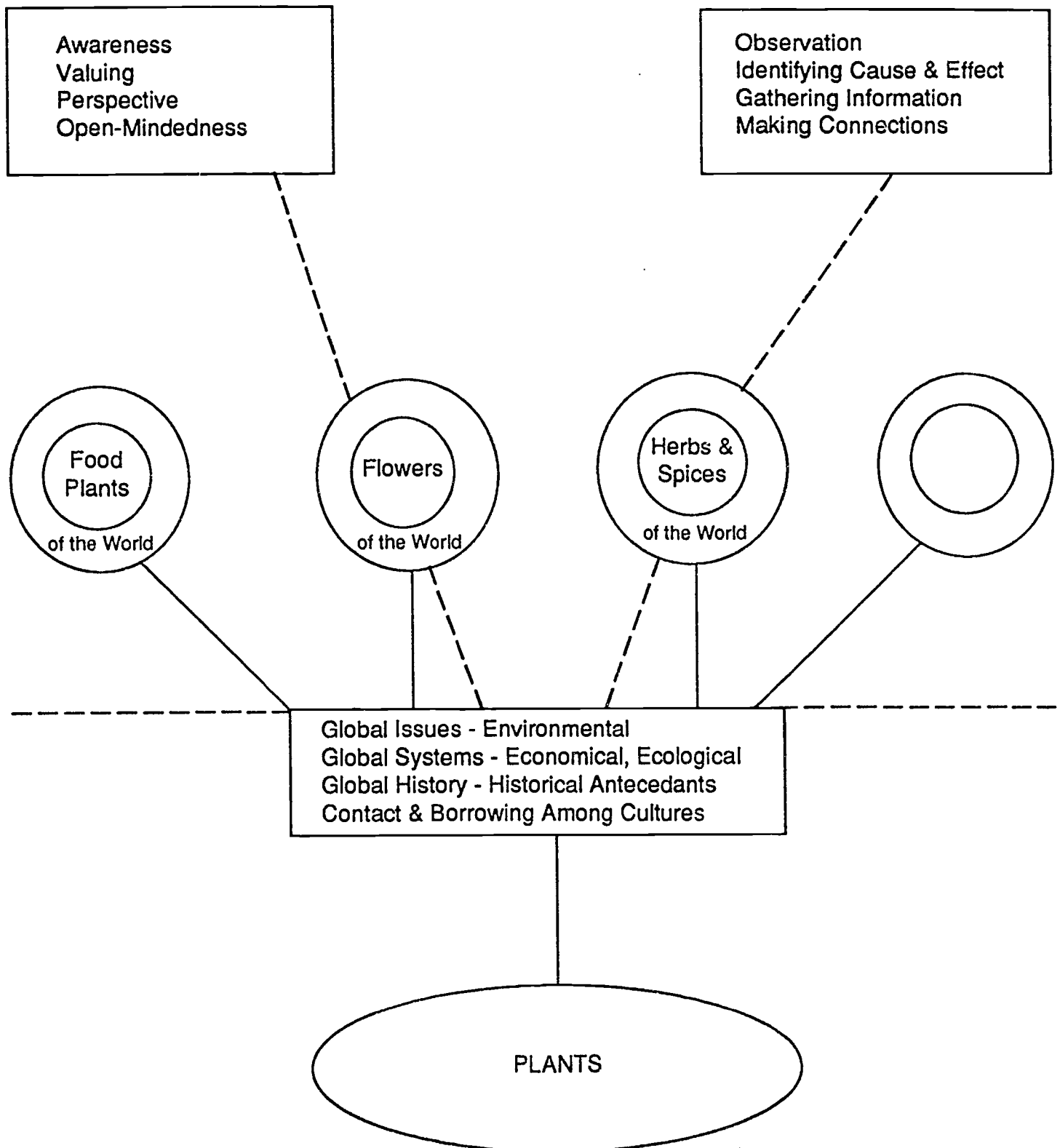
**The River That Gave Gifts, by Margo Humphrey**

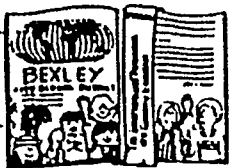
#### Reference Books

**On World: Multicultural Projects and Activities, by Susan Blackaby**

**Black History for Beginners, by Denise Dennis**

## UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### INTRODUCTION TO PLANTS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
Ecological  
Global Issues:  
Environment

##### Attitudes

Perspective  
Valuing  
Cooperation

##### Skills

Questioning  
Concept Formation  
Identifying  
Similarities/  
Differences  
Information  
Gathering  
Making Connections

#### RELATED CURRICULUM AREA(S)

Science  
Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

To recognize "plants," different from animals  
To recognize importance of plants in world ecology  
To learn relationship of plants to world habitats  
To hypothesize regarding seed germination

GRADE LEVEL 1-5

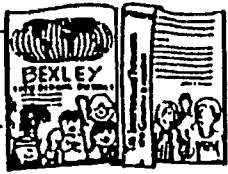
TIME 2 hours Lesson 1

#### MATERIALS

World Map and Globe  
Radish seeds, oasis, potting soil  
Pencils, paper  
Plastic cups, potting soil

#### PROCEDURES

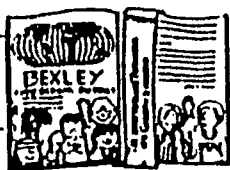
- Introduction of teacher, students
- Read a picture book about plants
- Discuss differences between plants and animals
- Discuss importance of plants in world (Identifying specific locations)  
[In small groups, share ideas] i.e., beauty, O2, food, other materials
- Brainstorm - things plants give us besides food



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ACTIVITIES

- Count radish seeds in several packets. Write estimate of number which will germinate. Place on wet oasis.
- Use egg cartons - plant several different seeds
  - go outside and see if we can find any seeds in nature:
    - honey locust, maple, etc.
  - quick growing seeds: -grass, corn, beans, radishes



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### FOOD PLANTS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
Ecological  
Global Issues:  
Environment

##### Attitudes

Perspective  
Valuing  
Cooperation

##### Skills

Questioning  
Concept Formation  
Identifying  
Similarities/  
Differences

#### RELATED CURRICULUM AREA(S)

Science  
Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

To recognize the interrelatedness of the world in good production

To recognize the importance of the "Columbian Exchange."

GRADE LEVEL 1-5

TIME 2 hours Lesson 2

#### MATERIALS

World Map and Globe  
Examples of corn, potatoes, pineapple, sugar, tomatoes and bananas

#### PROCEDURES

Estimate how many foods we eat each day from other countries

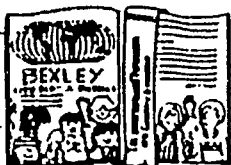
List breakfast foods and locate on map, as possible, where food came from

Discuss interconnectedness

Locate and follow paths of various plants - bananas, potatoes, pineapple, sugar, corn, tomatoes

Connect foods to Columbus and other explorers after him

Cook some food - depending on availability



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### FLOWERING PLANTS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
Ecological  
Global Issues:  
Environment

##### Attitudes

Perspective  
Valuing  
Awareness

##### Skills

Questioning  
Concept Formation  
Identifying  
Similarities/  
Differences  
Information  
Gathering

#### RELATED CURRICULUM AREA(S)

Science  
Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

To understand the function of flowers

To recognize some native American flowers

To understand how other non-native flowers came to be here

GRADE LEVEL 1-5

TIME 2 hours Lesson 3

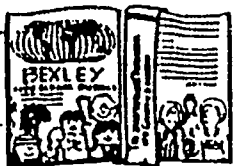
#### MATERIALS

Various seed pods - lunaria, poppy, dandelions, pansy, etc.  
Magnifiers  
World Map and Globe  
Papers for pressing flowers  
String for drying flowers

#### PROCEDURES

Observe various seed product methods  
Choose flowers for drying  
Choose flowers for pressing  
Discuss native American flowers  
Discuss how non-native flowers came to be here





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### HERBS AND SPICES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
Ecological  
Global Issues:  
Environmental  
Global History:  
Historical Antecedents

##### Attitudes

Perspective  
Valuing  
Awareness

##### Skills

Questioning  
Concept Formation  
Predicting  
Making Connections  
Cause/Effect

#### RELATED CURRICULUM AREA(S)

Science  
Social Studies  
Health

#### OBJECTIVE/CRITICAL ATTRIBUTES

To understand the role of spices in discovery of new world

To understand uses of some spices and herbs

GRADE LEVEL 1-5

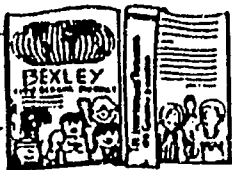
TIME 2 hours Lesson 4

#### MATERIALS

Maps of "Spice" routes  
Herbs: sage, lavender, chives, artemisia, thyme, mint  
Spices: Cinnamon, cloves, nutmeg, pepper

#### PROCEDURES

Discuss need for and uses for herbs and spices  
Identify the route Columbus took and part spices played in his venture  
Make tussy-mussies with herbs  
Do some cooking with herbs and spices if possible



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

FIELD TRIP TO BIG DARBY PARK (to see prairie)  
SUNDAY AFTERNOON AT GRAND JATTE TOPIARY GARDEN

### INSTRUCTIONAL COMPONENT

#### Knowledge

Global Systems:  
Ecological  
Global Issues:  
Environmental  
Universal Beauty

#### Attitudes

Perspective  
Open-Mindedness  
Flexibility  
Valuing

#### Skills

Observation  
Information  
Gathering  
Identifying  
Similarities/  
Differences  
Making Connections

### RELATED CURRICULUM AREA(S)

Science  
Social Studies  
Art

### OBJECTIVE/CRITICAL ATTRIBUTES

To observe plants growing in two ways:  
-natural - indigenous plants - prairie  
-formal - forced - formed - topiary

GRADE LEVEL 1-5

TIME 2 hours Lesson 5

### MATERIALS

Transportation  
Poster reproduction of Seviat:  
Sunday afternoon at Grand Jatte  
Maps to identify location of prairie and of France

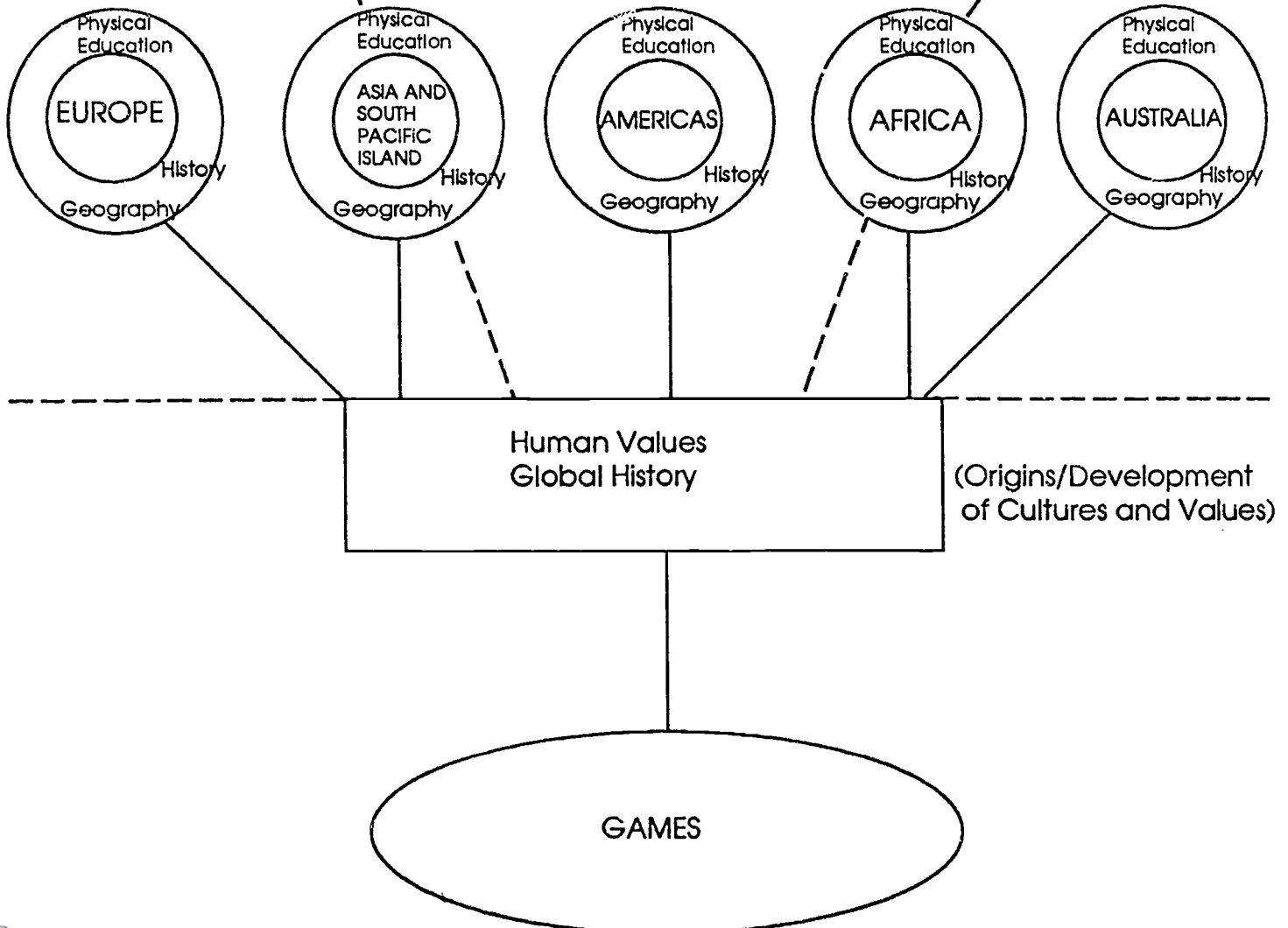
### PROCEDURES

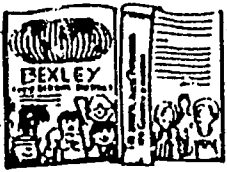
Walk through the prairie at Big Darby  
Identify native plants and complexity of prairie  
Walk through topiary garden - note simplicity and structure  
Discuss similarities and differences

# UNIT PLANNING CHART

Identify similarities in games of different countries.  
Identify contrasts in games of different countries.  
Sequencing game skills.  
Memorizing directions and rules.  
Evaluating ways to make movement more effective.

Appreciation for others' contributions.  
Persistence so as to improve skills.  
Respect for others' performance.  
Responsibility for outcome of games.  
Cooperation with peers in games.





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### GAMES OF EUROPE

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
Respect for others' performance  
Cooperate with peers in game situations  
Persistence so as to improve skills  
Appreciation for others' contributions  
Responsibility for outcome of games

##### Skills

Identify similarities in games of different countries  
Sequencing game skills  
Memorizing directions and rules of games  
Evaluating ways to make movements more effective

#### RELATED CURRICULUM AREA(S)

Physical Education  
History  
Geography

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will receive information on the history of balls. They will be able to participate in the following games: Hit the Bucket from Spain, Italy, Germany, England; Hit the Pot from England; Follow Through Tag from Italy; Pebble Chase from Greece; Morra from Italy; High Ball from many countries in Western Europe.

Students will familiarize themselves with pertinent history and compare and contrast characteristics of games.

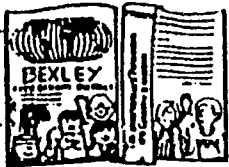
GRADE LEVEL 2-6

TIME 2 Hours

#### MATERIALS

1 large inflated ball, chalk or tape for marking boundaries, large area  
1 rip flag for each participant, bucket, beanbag for each child, pot,  
stick, pebble or marble, chalkboard, globe or map

Ball History - The first ball was probably a stone or pebble. It's use was most likely in preparation for hunting, defense or attack. Thousands of years probably went by before humans discovered they could shape stones into perfect spheres. A ball of this type, more than five thousand years old, is on exhibit in London's British Museum.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

In the Middle Ages, European people built special high ceiling areas that they called "ball houses." They used these to play ball games so they wouldn't have to worry about the weather. These halls were also used for singing and dancing. From the origins came the words "ballad" and "ballet."

The Celts of pre-Christian Ireland played ball as part of religious rites. Handball is still a national sport in Ireland.

In Seventeenth Century France they played a popular game similar to American football. It was a very violent game and the injuries were very serious. Whole towns would feud over the outcome of the contests. Violence caused some rulers to try (usually in vain) to outlaw rough and violent games.

Only one or two isolated tribes exist anywhere in the world to whom the ball as a toy or weapon is unknown.

Balls made from papyrus are found in some parts of the world. Other balls are made of plaited rushes, stone, marble, wood, pottery, terra cotta, animal hides or cloth filled with hay, kapok, shavings, sawdust or seeds.

Indians used balls sewn from deer hide. Japanese children still receive balls made of tightly wadded tissue. On the Continent of Africa in former French Cameroon, one African society still believes during droughts that girls can make rain fall by participating in ritual ball playing games.

### PROCEDURES

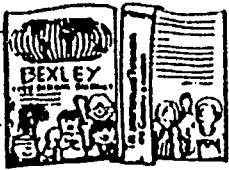
On map, children will locate Europe and specific countries where games originated.

**High Ball** - Many Western European countries - Large area marked off and divided by center line; all players grouped around field. "It" throws ball high in air and tries to catch it. Any player may try to catch all but no physical contact made between players. (This is a safety modification I made, actually people were allowed to tackle the ball carrier, originally.) Player who catches ball runs with it to end of marked field while carrying ball.

Person with ball is pursued by others who try to rip off flag. If flag is ripped off, that person becomes new ball carrier and tries to score. If a player is about to be caught he may pass the ball to another player. Game is completed after designated time period has expired.

Students will discuss what players can do to be able to escape with ball; most effective way to "catch" ball carrier and what modern game evolved from this activity? - Rugby and Australia's football

**Hit the Bucket** - England, Spain, Italy, Germany - Players form a semicircle around bucket, each has a beanbag. When signal is give to throw each player tosses beanbag at bucket. Those who miss must pay a forfeit thought up by the others.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

**Hit the Pot** - originated in Ancient Europe - Grew out of a cruel game where a live chicken was placed under a pot with a hole in it. The chicken's head stuck out through the hole in the pot. A blindfolded player tried to hit the chicken's head with a stick. Eventually it was played with a pot on a stick, which the blindfolded player tried to hit.

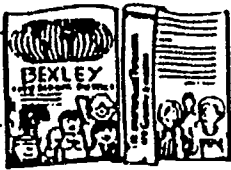
**Pebble Chase** - Greece Players form a line, side by side, hands extended, palms together. They all face leader. Leader has a pebble or marble. He passes it down line and pretends to drop it in each players' hands, actually does drop it in one person's hands. That player runs to a designated line and back in order to return it to the leader. Other players chase the runner. If he is caught before he gets to leader, the one who caught him becomes new leader. If he is not caught, he become new leader.

**Follow Through Tag** - Italy - Players form circle, holding hands and raising arms to make arches. Runner stands inside circle, chaser - outside circle. Chaser tries to catch runner but must follow exact route of runner, going under same arms. When runner is caught or gives up two new players are chosen.

**Morra** - Italy - Similar to the Chinese game "Fingers Out," players pair off. No starting signal, they just simultaneously stretch out fingers of one hand. Before fingers are totally stretched out, both call a number between two and ten. When one contestant calls number that corresponds to sum of numbers of fingers extended, he earns one point. The game may be played by teams with players paired against each other. If four or fewer on a team, six points constitutes a win, more than four on a team, twelve points total is a winner.

Games and country of origin will be listed on chalkboard before students come to class. After playing each game we will discuss characteristics of games that are similar. We also will discuss any changes that would make games more efficient, allow for more turns or be more fun.

As each game is played we will examine it to see if we know any current games we play that are similar. We will do this at the conclusion of each class (Analysis)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### GAMES OF AMERICAS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
cultures  
Respect for others'  
performance  
Appreciation for  
other's  
contributions

##### Skills

Identify Similarities  
in games of different  
countries  
Sequencing game skills  
Memorizing directions  
and rules  
Evaluating ways to  
make movement more  
effective

#### RELATED CURRICULUM AREA(S)

Physical Education  
Geography  
History

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will familiarize themselves with pertinent history. Students will locate appropriate countries on map or globe. Students will compare and contrast games. Students will play the following games: Help - Peru, Ball Race - American Indian, Juego Del Panuelo, Paloma Y Gavilan - Bolivia, La Palma - Bolivia, Cat and Rat - Brazil, Hit the Penny - many countries in South America.

GRADE LEVEL: 2-6

TIME: 2 Hours

#### MATERIALS

5" or 6" playground ball for each participant  
handkerchief  
stick  
rocks  
pennies or coins  
chalk and chalkboard  
map or globe



### PROCEDURES

Children will locate countries on globe or map.

Help - Peru This is a tag game. "It" is chosen in this manner. One player stands with hand extended, palm down. Others place index finger on this extended palm. Player with extended hand quickly closes palm. If he catches index fingers the process is repeated until only one finger is left. That person is "It." Those who are being chased can call "Help." When that happens any other player can take hold of the hand of the calling player, this saving him from being tagged. When a player is caught, he is "it."

Ball Race - American Indian Each player needs a playground ball. Indians use a five or six inch ball of wood or stone covered with mesquite gum. Players run a footrace in which ball is kicked ahead of them. Race is over when player and ball both cross finish line. Touching ball with hands is a disqualification. After playing students will be asked how they could make this more challenging? (kick a ball that's not round - football)

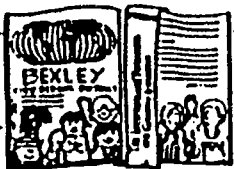
Juego Del Panuelo - Bolivia Players seated in two lines forming a cross.

x	"It" circles the group and drops handkerchief behind person seated
x	at end of one of the lines. When the handkerchief is dropped,
x	everyone in that line must circle the group and return to his seat.
xxxxxxxxx	In the meantime, "It" takes one of the vacated seats. Last person
x	back to the line will not have a seat so he becomes new "It." This
x	is more fun if the four lines have a lot of people.
x	
x	

Paloma Y Gavilan - Bolivia (The Eagle and the Pigeon). "It" is the Eagle. Another person is the pigeon. Others form a circle and join hands. Eagle chases pigeon about circle. Those who make up the circle try to help the pigeon by letting him pass under their clasped hands. They try not to let the eagle come through. When pigeon is caught or eagle gives up, game is over.

La Palma - Bolivia Very popular with Indians of Bolivia who live in tropical lowlands. Although they use the tail bone of a donkey or llama, we will use a stick and several rocks. Stick is stuck in ground for a target. A line is made in the ground about three yards from the stick. Other lines are made, each about three feet from the preceding one. Usually about six lines in all. Players take turns standing at first line and try to hit stick with rock. Indians sometime use slings. When successful at first line, thrower moves back to line number two. First person to hit stick from all lines wins.





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

Cat and Rat - Brazil Two players represent the cat and rat, others form a circle, hands clasped. Cat on outside of circle, rat on inside. Cat knocks on back of one of circle players. The following interaction takes place between the two: "What do you want?" "I want see the rat." "You cannot see him now." "When can I see him?" "At ten o'clock, tick tock!" and so forth until they reach the announced time. At this point, the circle stops moving. The cat goes to the same circle player as before and the same dialogue is repeated, except the cat is told to "come in!" Cat ducks in and rat tries to elude him by getting outside. When caught or cat gives up, new characters are chosen.

Hit the Penny - Many countries in South America A bamboo or other kind of wide stick is set up in the ground. On top of stick is placed a penny (or any other coin). Circle about three feet in diameter is drawn around stick. Players stand several feet (4 - 6) away and take turns trying to knock coin off by throwing a penny at it. If they knock it off and it comes to rest outside the circle, they score one point. If it drops inside the circle it is a miss.

After each game, discussion of how to be more effective at game.

Discuss similarities and differences with games from Day 1. (Analysis)

What characteristics of this culture are obvious in these games? (Identify attitudes, diversity, appreciation)

How would we choose to modify games? (Synthesis, Evaluation)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### GAMES OF AUSTRALIA

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
Respect for others' performance  
Cooperate with peers in game situations  
Persistence so as to improve skills  
Appreciation for others' contributions  
Responsibility for outcome of games

##### Skills

Identify similarities in games of different countries  
Sequencing game skills  
Memorizing directions and rules of games  
Evaluating ways to make movements more effective

#### RELATED CURRICULUM AREA(S)

Physical Education  
History  
Geography

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will

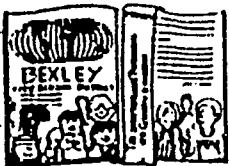
- Familiarize themselves with pertinent history
- Locate Australia on map or globe
- Receive information about the game of Cricket
- Compare and contrast games
- Play the following lead up games to Cricket:
  - Three Court Ball
  - Group of Five
  - Aerial Ball
  - Throwing Rounders
  - Bat Ball

GRADE LEVEL 2-6

TIME 2 Hours

#### MATERIALS

6 tennis balls  
cricket bat or fat ball  
chalk and chalkboard  
4 bases  
globe



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### PROCEDURES

On a map, children will locate Australia. We will discuss Australian colonization. This will allow us to trace Cricket from England to Australia. It will be explained that all of the games we are playing are lead-up games for Cricket.

Three Court Ball - Person with ball runs up to free area line and attempts to bounce or roll ball across opponent's back line.

X	X	Free	0	0
X	X	Area	0	0
X	X		0	0

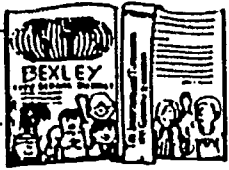
Opposition attempts to intercept the ball and roll or throw it over the others' back line. A point is scored for each success-full attempt. The ball must not be bounced above waist height.

Group of Five - One bowler, ten meters from batsman, throws ball underarm into hoop. Batsman faces six balls. Batsman tries to keep balls from hitting wicket. Bowler tries to hit wicket. After six attempts, rotate positions until all children have had a turn to be batsman and bowler.

Aerial Ball - "It" throws ball into air and calls number. Person designated as that number tries to catch ball. If successful, he throws it and calls another number. If unsuccessful he fields it and calls, "stop." All players stop. He throws the ball at the nearest player who may twist his body but not move his feet to avoid being hit. If thrower fails, he loses his life and calls "stop" and tries again. If successful, the player hit loses a life and he throws the ball and calls a number. Players lose a life every time they break a rule, are hit or fail to hit someone else. Players must "stop" when "stop" is called. Player losing least number of lives wins.

Throwing Rounders - On a baseball diamond, first batter throws the ball so it bounces some where in the area inside the four bases. He then runs to first, second, third and home bases. The fielders must throw the ball around the bases in the same sequential order. If the ball beats the batsman home, he is out and no run is scored. If the batsman gets around first, he scores one run. All the batting team has a turn and then sides change. Side which scores the most points wins.

Bat Ball - In pairs, one hoop, one ball and two bats between each pair. Hoop placed on ground with lines drawn about eighteen inches apart. Children A and B stand facing on the first line. A bounces the ball into the hoop. and B bounces it back by hitting ball with bat. A returns with bat. If both attempts are successful they both move back to second line and repeat until one person either misses ball or fails to bounce ball into hoop. If one person fails that person must move forward one line. Object is to get both players back to fourth line.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

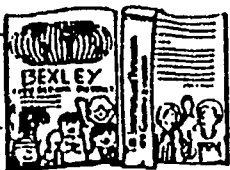
After each game, discussion of how to be more effective at game.

Discuss similarities and differences with games from Day 1. (Analysis)

What characteristics of this culture are obvious in these games? (Identify attitudes, diversity, appreciation)

How would we choose to modify games? (Synthesis, Evaluation)

After all games played, discussion about similarities. How could we adapt games to more closely suit our needs?



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### GAMES OF ASIA AND THE PACIFIC ISLANDS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
Respect for others' performance  
Appreciation for other's contributions

##### Skills

Identify Similarities in games of different countries  
Sequencing game skills  
Memorizing directions and rules  
Evaluating ways to make movement more effective

#### RELATED CURRICULUM AREA(S)

Physical Education  
Geography  
History

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will be able to participate in the following games: Pahee from Hawaii, Yemari from Japan, Takara-Sagashi from Japan, Oki Chochin, Chrissi Chochia from Japan, Kick the Can from Japan, Slap Hand from Japan and Korea, Blind Guessu from Malaya, Piggy Back Ball-many countries in Asia, San Pedro and San Pablo-Philippines. Students will compare and contrast characteristics of games. They will familiarize themselves with pertinent history as well as locate the appropriate countries on a map.

GRADE LEVEL 2-6

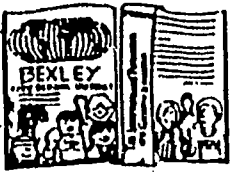
TIME 2 Hours

#### MATERIALS

Newspaper  
tennis ball  
blindfold  
globe or map

scotch tape  
coin  
colored jerseys to designate teams

large rubber ball  
can  
chalk and chalkboard



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### PROCEDURES

Children will locate Asia and the Pacific Islands as well as the specific countries we are studying on a map.

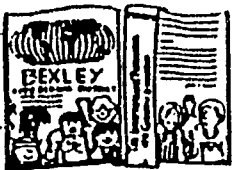
Pahee - Hawaii A short "javelin" thick at the head and thinner toward the tail is needed. We will make these out of newspaper and tape. Javelin cast along ground so that it slides or skips. One point is scored each time a player casts his the farthest. The game is over when one person scores ten points.

Yemari "Handball" - Japan Players stand in a circle. "It" tosses ball to floor so it will bounce straight up to hand. As it rebounds, he strikes it back with his open hand. He continues this as long as ball is in reach. He may not move from his place. When ball moves near another player, he must take over. Game continues until some player fails to hit ball on rebound. If a player misses, he drops out and circle draws closer. Winner is last one left in game.

Takara-Sagashi - Japan Two teams of equal numbers sit facing one another. One team has coin. They pass this from one teammate to another (or pretend to) while other team watches. At a signal from opposing team, passing ceases, passers drop fists to knees. Opponents ask passers to open fists one at a time. Idea is to leave fist-holding coin until all fists have been opened. When coin is uncovered, all fists closed are counted and scored against guessers. Other side then passes coin and game continues. Lowest score wins.

Oki Chochin, Chrissi Chochia - Japan Players stand or sit in a circle. Leader calls "Big Lantern" and at same time indicates a small lantern by holding his outstretched hands close together. All the others must hold their hands far apart forming a big lantern. When leader calls "Little Lantern" he indicates a big lantern. All others must do exactly the opposite. Leader tires to confuse opponents. When one misses he drops out of game or pays a "forfeit."

Kick the Can - Japan In the center of a circle about four feet in diameter is placed a can. One player is "It." Someone else kicks the can out of the circle. "It" must replace the can back in circle. As soon as can is kicked, all other players run and hide. "It" tries to find them. When he sees a player, he calls his name and runs to kick the can. If the hider gets to the can first, he kicks it and runs to hide again. If "It" kicks the can before the hider reaches it, he is a prisoner of the "It." The game is over when "It" has captured all the hiders. If it is replayed, the first hider caught is the new "It."



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

Slap Hand - Japan and Korea Two players stand facing each other. One player extends his hand, palm up. The other player extends his hand, palm down and gently strokes his opponent's palm. Suddenly he makes a swift, sharp strike at his opponent's palm. Opponent tries to withdraw his palm so striker misses. If striker slaps opponent's palm he scores one point. Players alternate in striking.

Blind Guesser - Mayala One player is blindfolded. Other players pass by, imitating some action. As they do this, leader tells blinded player what action is being performed. After everyone has performed, blindfold is removed. Leader names action and blindfolded guesser tries to pick which player did that action. If guesser is correct, that person becomes new blindfolded person, if not, game continues.

Piggy Back Ball - Throughout Asia Two teams, one horse team, one rider team. People should be on others' back, piggyback style. We'll merely have each rider hold on to his "horse." One rider given all, must throw only to other rider. When rider fails to catch ball, all "riders" break from "horses." Nearest "horse" may pick up ball and throw to any other horse or tag out a rider by throwing ball at him. "Horse" only gets a single throw on each turn. If "horse" fails to tag "rider," riders remount. If rider is tagged, all riders and horses trade places and game starts over.

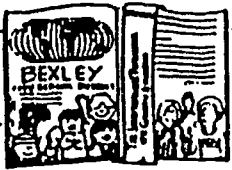
San Pedro and San Pablo - Philippines A square is outlined at least ten feet by four feet. That area is then divided into four equal squares. There are two teams and each has a captain. The defensive team captain stands at center where lines cross. He must always keep at least one foot in contact with this intersection. Four other defending players guard each of the four intersecting lines. No defending player may leave his line to tag an opponent. The attacking team scatters into the four squares. Attacking players try to cross lines inside the field without being tagged. If he is successful, he scores one point for his team. When he is tagged, he is "out" until the game starts over.

	A	
-	-	-
A	A	A
-	-	-
-	A	-

After games are concluded we will discuss similarities and differences of games. Are there ways we could change any game to make it more suitable for us? (Synthesis, Evaluation)

Discuss similarities/differences with games from other cultures. (Analysis)

What characteristics of this culture are obvious in these games? (Identify attitudes, diversity, appreciation)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### GAMES OF AFRICA

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation of  
cultures  
Respect for others'  
performance  
Appreciation for  
other's  
contributions

##### Skills

Identify Similarities  
in games of different  
countries  
Sequencing game skills  
Memorizing directions  
and rules  
Evaluating ways to  
make movement more  
effective

#### RELATED CURRICULUM AREA(S)

Physical Education

Geography

History

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will familiarize themselves with pertinent geographical and historical information about the continent.

Students will compare and contrast games. Students will play the following games: Mulambilwa, Nsikwi, Hen and Wildcat, Cattle Stockade, Lion and Dew Tag, African Handball.

GRADE LEVEL 2-6

TIME 2 Hours

#### MATERIALS

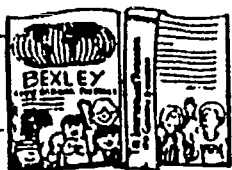
Bowling pins (one per child)  
Small plastic drink bottles  
Chalk and chalkboard

Small playground ball (one per child)  
Globe or map

#### PROCEDURES

Children will locate on a map or globe, the continent of Africa. Two teams kneel facing each other about fifteen or twenty-feet apart. In front of each player is a tenpin or pop bottle. (We will use plastic bowling pins.) Each player has a ball. On the starting signal, each player rolls or throws his ball at the pin of his opponent. When all pins of one team are down, members of that team must get up and run to their goal approximately twenty feet away. If caught they receive roughing from their captives. We will say they are "out" instead of roughing. The game will continue until one team is totally "out."





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### Nsikwi

Two players or two teams sit on the ground facing each other, about ten feet apart. In front of each player is a piece of corn cob about three inches high. An empty bottle or any other light thing may be used. We'll use small plastic drink bottles. Each player has a ball. When all players are ready, each one sends his ball on the ground across the intervening space with great force, trying to knock down the opponent's bottle. Each successful hit scores a point.

### Hen and Wildcat

One player is chosen as the hen and another as the wildcat. Rest of the players are chickens. Hen leads chickens around and warns them of approaching danger. Wildcat hides. At unexpected times and places he springs out and tries to catch any foolish chicken who fails to drop to the ground at mother hen's warning. The game either continues until all chickens are caught, or a new hen and wildcat may be chosen whenever a chicken is caught.

### Cattle Stockade

Players form a circle, hands clasped around one or more players. The inside players are the "cattle." They hold up their hands and rush against the "stockade," trying to break through. If they succeed, the players responsible for the break-through become the cattle.

### Lion and Deer Tag

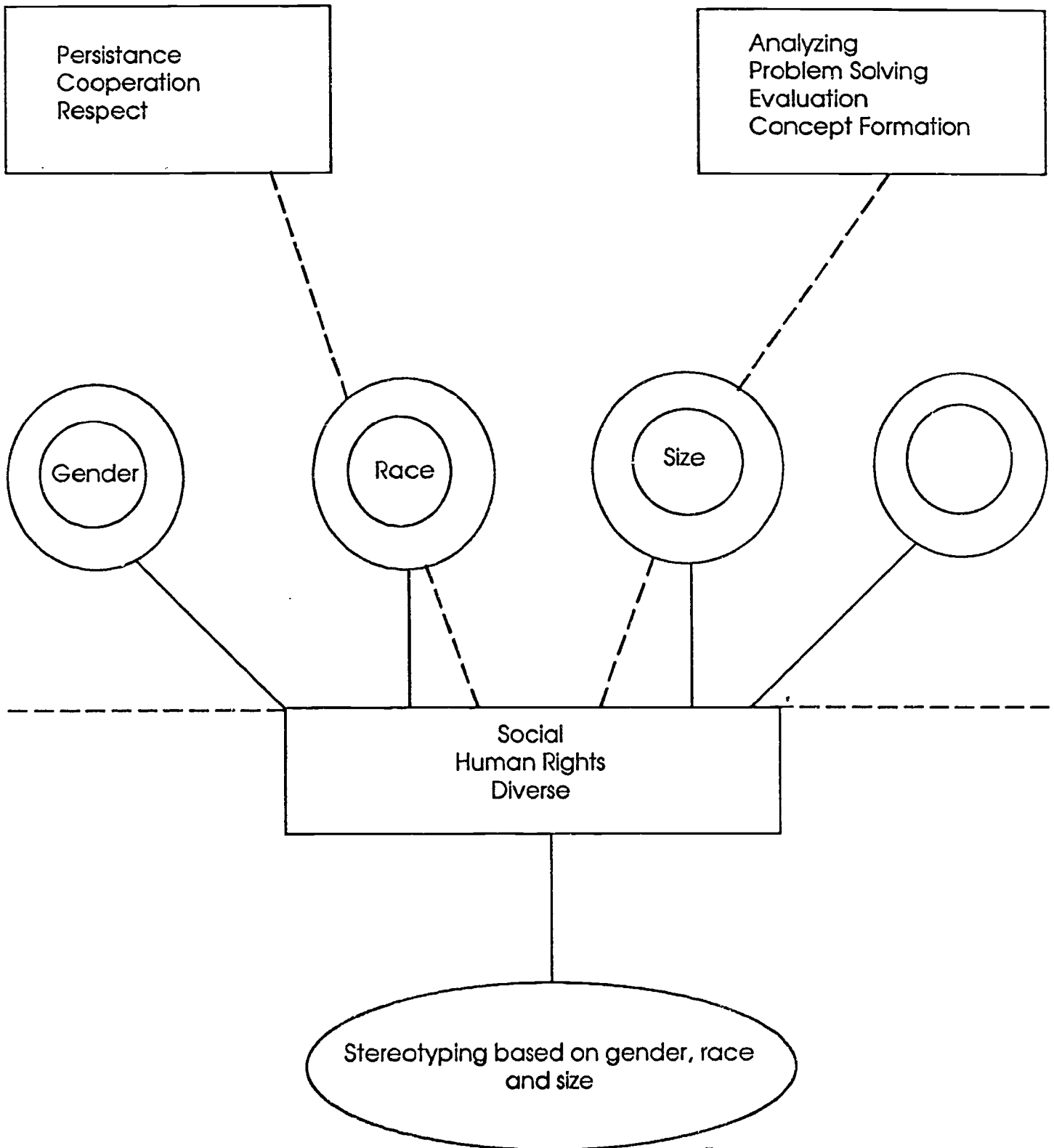
This is played like tag except "It" is the lion and the rest of the players are deer.

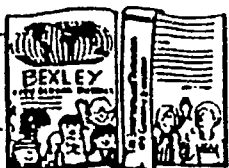
### African Handball

Players are divided into two equal teams. Game is started by a member of one team tossing a ball to one of his own teammates. Object of game is for a team to keep possession of ball as long as possible. Other team tries to intercept it and gain possession of it. Everytime ball is caught, members of that team, except player catching ball, clap hands and stamp feet.

After all games are played, we will discuss similarities and differences of games. What characteristics of this culture are obvious in games: How would we choose to modify games? (Analysis, Synthesis, Evaluation)

## UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### STAR WARS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
-Social  
Global Issues:  
-Human Rights  
Cultures:  
-Diverse

##### Attitudes

Cooperation  
Persistence  
Respect

##### Skills

Analyze  
Evaluation  
Concept Formation

#### RELATED CURRICULUM AREA(S)

Throwing, Catching, Blocking

#### OBJECTIVE/CRITICAL ATTRIBUTES

Stereotypical comments, beliefs, and behaviors related to race, gender, and physical size

Students will either block, throw, or catch

GRADE LEVEL 4-6

TIME 35 minutes

#### MATERIALS

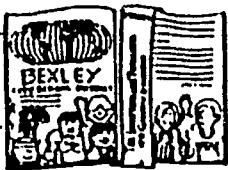
Foam balls (30)  
1 Base  
1 Light  
Saber  
1 Galactic Boundary

#### PROCEDURES

Students will participate in a familiar game using different rules.

Game: STAR WARS Rules: Student throw/catch balls across boundary. 3 ways to have to sit down: Your ball is caught, you get hit, you try to catch a ball but drop it. Stay seated until your Jedi touches you with the light saber. When this happens you are back in the game. Jedi is safe while on base, and Jedi must hop on one foot when off base.

Different Rules: Play a few games with a girl Jedi, a few games with a boy Jedi, and a few games with a small/large Jedi. Bring group back together and discuss frustrations with different Jedi. Talk about inferences when girl was Jedi . . . boy was Jedi . . . small/large person was Jedi . . . Inferences/stereotyping of other athletes/athletics: Black people run fast, jump high, men who participate in Gymnastics are weak because gymnastics is a women's sport. Large or fat people are not athletic.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### BOWLING FOR RECOGNITION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Systems:  
Social  
Global Issues:  
Human Rights

##### Attitudes

Persistence  
Cooperation  
Respect

##### Skills

Analyzing  
Problem Solving  
Evaluation  
Concept Formation

#### RELATED CURRICULUM AREA(S)

Throwing, Catching, Blocking

#### OBJECTIVE/CRITICAL ATTRIBUTES

Identify stereotypical comments beliefs and behaviors based on gender, race and size.

Students will either block, throw or catch a ball

GRADE LEVEL 4-6

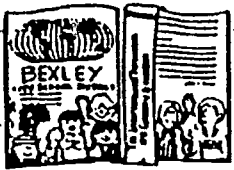
TIME 35 minutes

#### MATERIALS

10 bowling pins  
4-6 foam balls  
Indoor court divided into equal areas  
X = pins  
Chalkboard and chalk

#### PROCEDURES

A discussion of what stereotyping is will be held. A Brainstorming session of stereotypical comments based on sex, race and size that relate to athletic skills will be held. These will be written on chalkboard. We will choose several of these and put them in the following format: Comment, "Boys are better throwers. Ben is a boy. He is the best thrower." I will point out to students "You inferred that Ben is a better thrower. What other characteristics does Ben have: height, sex, race, birthdate, shoe size, etc. From this, we will decide to divide class not by misconceptions of sex, race, size but on some other characteristic. "Ben was born in the first half of the year so all those born in months from January through June are on one team. Those born from July through December are on the other team. If the material has been analyzed correctly the team made up of January through June should win.

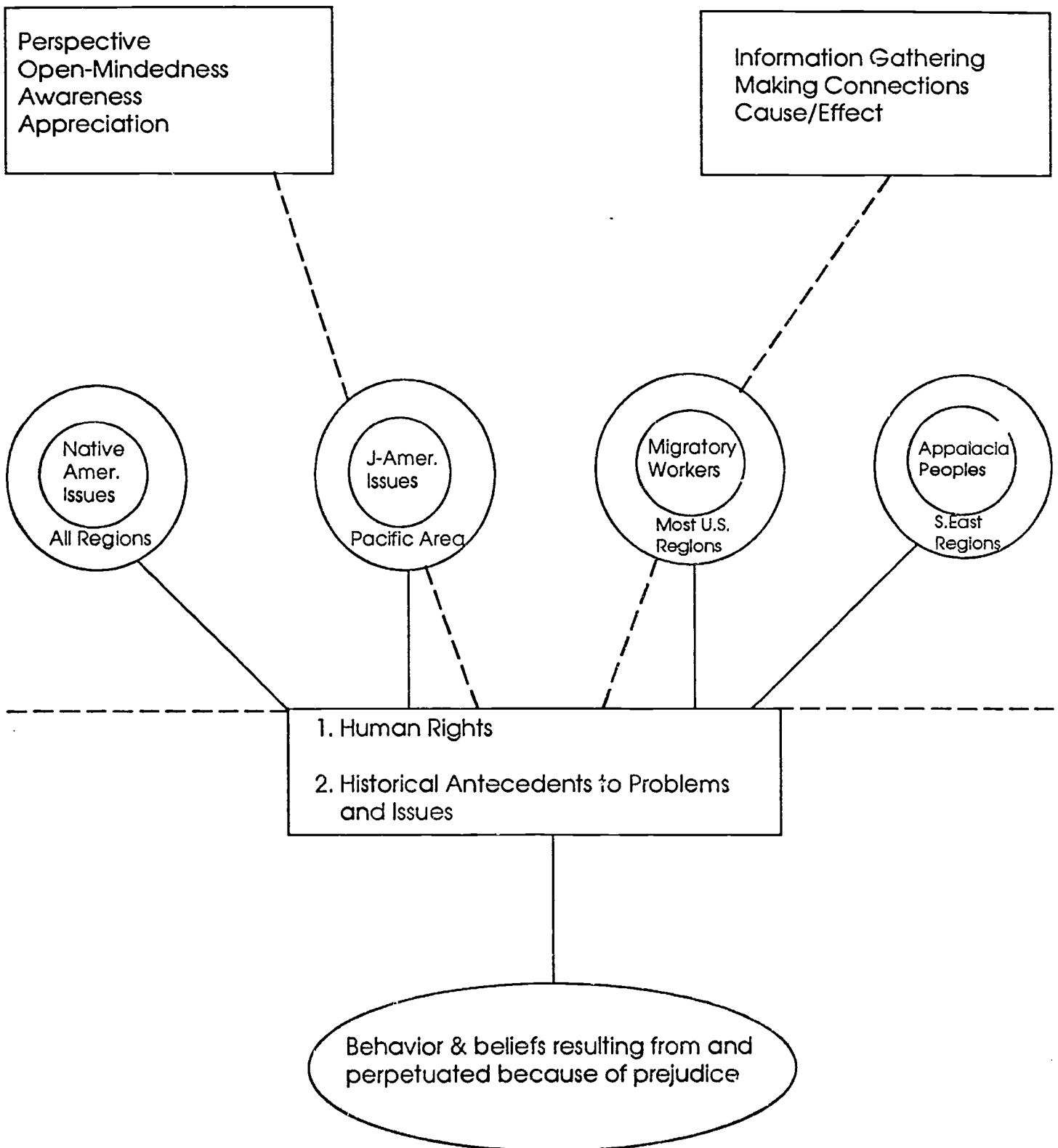


## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

We play game; two teams. Each team must stay on it's half of the court. The object of the game is to knock over other teams' pins while defending own by blocking thrown balls. Pins may only be touched when resetting them after being knocked down. One point is awarded to the opposite team every time a pin is knocked over.

After game is played we will analyze results by checking score. During discussion we will evaluate what happened during play. How do results of game relate to our stereotypes?

## UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### NATIVE AMERICANS: FACT, FICTION, AND STEREOTYPES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Issues:  
Human Rights  
Global History:  
Historical  
Antecedents  
Environment

##### Attitudes

Perspective  
Open-Mindedness  
Appreciation

##### Skills

Information Gathering  
Making Connections  
Cause/Effect

#### RELATED CURRICULUM AREA(S)

Social Studies - all regions of the United States  
Health - Emotions and Feelings  
Reading

#### OBJECTIVE/CRITICAL ATTRIBUTES

Children will become aware and sensitized to native American issues in history and the present

GRADE LEVEL 4

TIME 2 - 4 40 minute lessons

MATERIALS - Large assortment of fiction and non-fiction books and magazines with a Native American theme or character

#### PROCEDURES

Put all books on table and ask children to predict what they will find in each book. (Record responses)

Discuss and define stereotype and generate all current Native American stereotypes

Share some personal experience with stereotypes

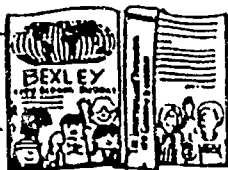
Divide into groups to look through books and magazines to add to knowledge of the North American experience. See how many of the books contain stereotypes. Generate a list of questions for North American speaker. (Mark Welsh from the Center of Native American Indians)

Visit with speaker - Groups meet again to share the new information/knowledge

Meet as a whole class to share the new information and problems with stereotypes

Discuss perspective of Native Americans regarding past and present issues. (Ameriflora, Columbus Day)

Discuss respect and appreciation of different cultural groups



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### THE EVACUATION OF JAPANESE-AMERICANS (NISEI) IN 1942, AN INTRODUCTION

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Global Issues:  
-Human Rights

##### Attitudes

Open-Mindedness  
Perspective

##### Skills

Cause and Effect

#### RELATED CURRICULUM AREA(S)

Social Studies  
Literature  
Philosophy

#### OBJECTIVE/CRITICAL ATTRIBUTES

To examine behaviors and beliefs resulting from prejudice

GRADE LEVEL 5

TIME 6 to 8 hours - 3 weeks

#### MATERIALS

Farewell to Manzanar (Novel)  
Life magazine article, March 1942

"Topaz" (video)  
"Emerald" (a tale)

#### PURPOSES:

This introduction to the Japanese-American internment experience is designed to pique the students' curiosity and will provide discrepant events that will result in formal and informal discussions about discrimination.

#### PROCEDURES:

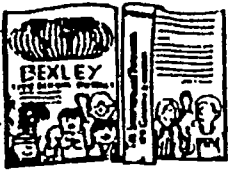
Read "Emerald," a tale about Bexley families having their possessions and rights taken away. Lead immediately into viewing the video "Topaz." Stop the tape when necessary to provide historical information and to define terms. Allow ample time to discuss the video.

Use copies of March, 1942, Life magazine article and pictures to reinforce previous discussions and to initiate new discussions. (Focus on aspects of critical thinking.)

Intro Farewell to Manzanar, a personal view of a Nisei girl in an internment camp. This will be read as a novel during a 3-week period with intermittent discussions.

Discuss open-mindedness and looking at issues from the perspective of different cultural groups.





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### TERM LIMITS

(EXPERIENCING CAUSES AND EFFECTS OF GENDER-SEXUAL ORIENTATION -  
CLASSES-RACIAL-PHYSICAL ETHNIC SLURS)

### INSTRUCTIONAL COMPONENT

#### Knowledge

Historical  
Antecedents

#### Attitudes

Awareness

#### Skills

Information Gathering  
Cause/effect  
Making connections

### RELATED CURRICULUM AREA(S)

Language  
American History  
Health  
Social Studies

Historical Literature  
Social Studies

### OBJECTIVE/CRITICAL ATTRIBUTES

Through experiencing slurs and researching origins (through autobiographical material and historical literature), the student will relate similarities and connectedness of slurs and relate examples of the negative power held by such terms

GRADE LEVEL 4-5

TIME As applicable to your time constraints

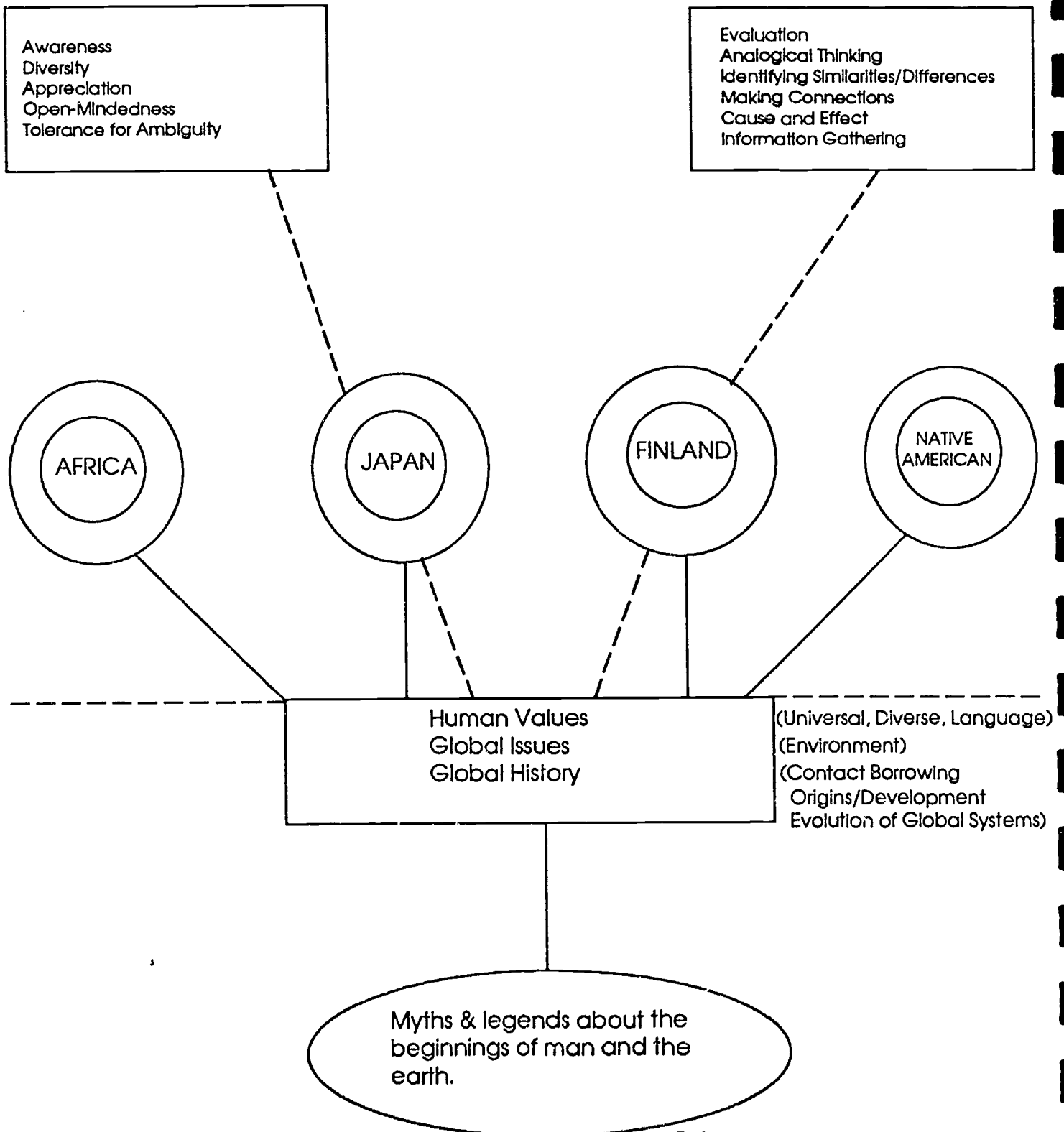
### MATERIALS

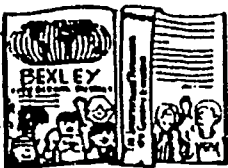
Posters - slides - films - video - writings  
Autobiographical information from children - Japanese American  
Native American, Appalachian - migrant worker, Maya Angelou - cased bird  
Sunday dress  
ADL Resource ideas?

### PROCEDURES

Brainstorm - experiences including slurs - when have you been exposed to . . . . Used this to hurt . . . .  
Research origins with group - answers  
Why is this term so powerful? What are its origins?  
Lead to discussion - some of us will use these terms in spite of their history and because of the power they give us

# UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### MYTHS AND LEGENDS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global Issues  
Global History

##### Attitudes

Attitudes  
Perspective  
Awareness  
Diversity  
Appreciation  
Open-Mindedness  
Tolerance for  
Ambiguity

##### Skills

Analysis  
Evaluation  
Analogical Thinking  
Identifying  
Similarities/  
Differences  
Observation  
Classifying  
Information  
Gathering  
Cause and Effect  
Synthesizing

#### RELATED CURRICULUM AREA(S)

Geography  
Writing

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain an awareness of beliefs of other cultures concerning the origins of the earth and man.

GRADE LEVEL 3-6

TIME 60 Minutes/Day 1

\*Need for first day

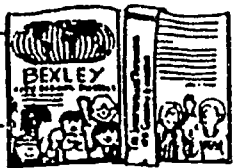
The Beginning, Maria Leach  
Beginnings, Sophia Fahs  
\*In the Beginning, Virginia Hamilton  
Sewn books for writing

Other Books on Myths and Legends  
Art supplies to illustrate books  
\*Pencils for writing  
\*Scrap paper for prewriting  
\*World Map

#### PROCEDURES

Begin with discussion about how different cultures have different beliefs about the beginnings of the earth and man. Discuss why cultures would have these different beliefs. Discuss stories they may have heard. (Identify attitudes of awareness).

Tell the children that for the next five days we will be examining legends about the beginnings of man and the earth from four very different cultures; Africa, Japan, Finland, and Native Americans (Identify attitudes of diversity and open-mindedness.)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

Identify and label the regions to be discussed on a world map

Tell the students the first culture you will be looking at is the African culture

Find Africa on map and tell children this legend takes place in West Africa. (Locate) Discuss things they may know about this area. What are the people like?: (Identify the attitude of appreciation.)

Discuss geography of area and what people may do to survive.

Read legend "Spider Ananse Finds Something," Page 53 In The Beginning, by Virginia Hamilton.

Write names on the board of characters to help organize.

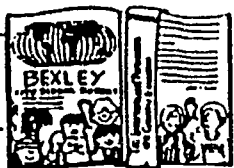
Discuss story and how it may have come about. Why would animals be in story? Why the spider? Are animals unique to that area of the world? (Information Gathering; Analysis; Evaluations)

Does it sound like any stories you've heard before?

Review rules for brainstorming:

1. Criticism is ruled out
2. Free-wheeling is welcomed
3. Hitch-hike or piggyback ideas
4. Quantity is wanted

Spend rest of time brainstorming ideas they may have for the beginning of the earth individually or in small groups. Record ideas for use on Day 2.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### MYTHS AND LEGENDS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global Issues  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
Open-Mindedness  
Tolerance for  
Ambiguity

##### Skills

Analysis  
Evaluation  
Synthesis  
Analogical Thinking  
Identifying  
Similarities/  
Differences  
Observation  
Classifying  
Information  
Gathering  
Cause and Effect  
Synthesizing

#### RELATED CURRICULUM AREA(S)

Geography      Writing

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain an knowledge of legends from other parts of the world by comparing and contrasting.

GRADE LEVEL    3-6

TIME    60 Minutes/Day 2

#### MATERIALS

In The Beginning, Virginia Hamilton  
Beginnings, Maria Leach  
Sewn books

World map  
Art supplies  
Pencils

#### PROCEDURES

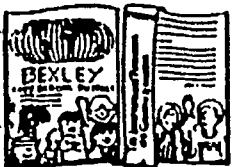
Review and discuss legend from Day 1, relocate on world map, tie up any loose ends about story discussion

Tell students that today we will be looking at a legend that is from Finland (locate on map)

Discuss how geographically these countries are alike and different

Discuss because of geographic difference the people may have different life styles and beliefs (analysis, making connections)

Read "Barley Grow" from The Beginning, by Maria Leach, page 239, to the class.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

Make a chart on board on similarities and differences for stories from Day 1 and 2.

Have them work in partners and come up with ways stories are alike and different then share ideas by putting on the board

Discuss as group similarities and differences (identify attitudes of diversity and appreciations)

Have children begin prewriting on legend of their own about the origins of the earth and man during time remaining. Conference about their ideas as time allows. (Synthesis)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### MYTHS AND LEGENDS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global Issues  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
Open-Mindedness  
Tolerance for  
Ambiguity

##### Skills

Analysis  
Evaluation  
Synthesis  
Analogical Thinking  
Identifying  
Similarities/  
Differences  
Classifying  
Cause and Effect

#### RELATED CURRICULUM AREA(S)

Geography  
Writing

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain knowledge about the Japanese people and continue writing original legends in class.

GRADE LEVEL 3-6

TIME 60 Minutes/Day 3

#### MATERIALS

Beginnings, Sophia Fahs  
Recollection of stories from previous days  
Paper, pencil

#### PROCEDURES

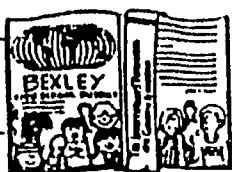
Review similarities, differences chart from Day 2

Locate Japan on map and talk about what people might do there. How is sea important? Why is nature important to Japanese people?

Read "From the Floating Bridge of Heaven" from book Beginnings by Sophia Fahs to the class

Add information to similarities/differences chart (Analysis, Making connections)

Spend rest of class time writing their own legends (Synthesis)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### MYTHS AND LEGENDS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global Issues  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
Open-Mindedness  
Tolerance for  
Ambiguity

##### Skills

Analysis  
Evaluation  
Synthesis  
Analogical Thinking  
Identifying  
Similarities/  
Differences  
Classifying  
Observation

#### RELATED CURRICULUM AREA(S)

Geography  
Writing

#### OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain awareness of beliefs from other cultures and how all cultures have beliefs in origins according to their environments. Students will continue writing their own legends.

GRADE LEVEL 3-6

TIME 60 Minutes/Day 4

#### MATERIALS

Beginnings, Sophia Fahs  
Sewn Books  
Pencils

Markers, crayons  
World Map

#### PROCEDURES

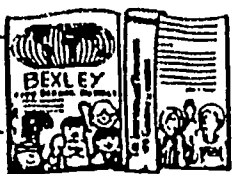
Do a quick review of Day 1-3

Tell class today we will be looking at a legend closer to home, a legend about Native Americans

Talk about how there were different groups living all over the United States, but today we'll be talking about the Iroquois (identify attitudes diversity, awareness, appreciation)

Read "The First Animals and Twin Gods" from Beginnings, by Sophia Fahs





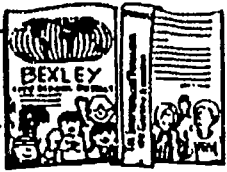
## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

Now focus on what things all of the stories have in common (Similarities, making connections)

Discuss ways in which all people world-wide are alike (Identify, attitudes of appreciation and respect.)

Spend rest of class time working on the legends they are writing (Synthesis)

Tell them Day 5 will be for finishing up and sharing their legends.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### MYTHS AND LEGENDS

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global Issues  
Global History

##### Attitudes

Awareness  
Diversity  
Appreciation  
Open-Mindedness  
Tolerance for  
Ambiguity

##### Skills

Evaluation  
Analogical  
Thinking  
Similarities/  
Differences  
Observation  
Cause/Effect  
Information  
Gathering

#### RELATED CURRICULUM AREA(S)

Writing

#### OBJECTIVE/CRITICAL ATTRIBUTES

To demonstrate awareness and appreciation of beliefs other cultures have through an original myth that incorporates knowledge they gained in previous four days.

GRADE LEVEL 3-6

TIME 60 Minutes/Day 5

#### MATERIALS

All books from Day 1 plus other myths and legends you can gather for children to look at.

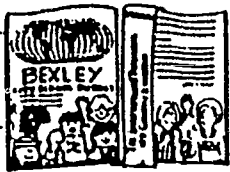
Sewn books  
Markers  
Crayons  
Art Materials

#### PROCEDURES

This period will be for completing their own myths and legends in their sewn books (Synthesis)

Discuss ideas and what they learned from other cultures (Analysis, Evaluation)

Share legends and discuss as a group (Identify attitude perspective)



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### BIBLIOGRAPHY

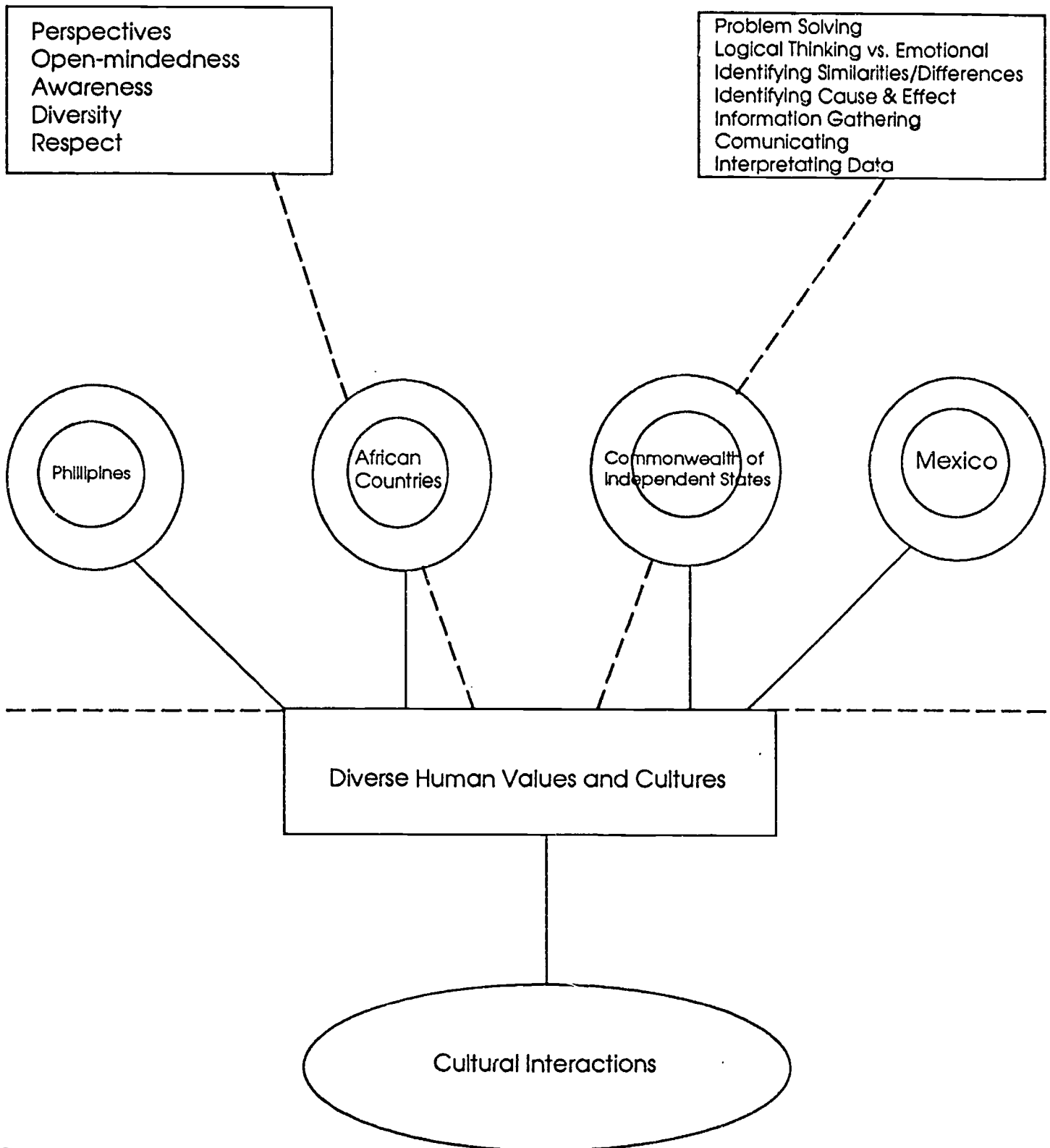
Bunstein, Margery, The First Morning: An African Myth.

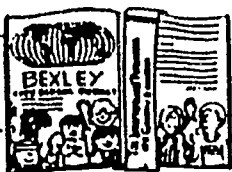
Fahs, Sophia, Beginnings, Beacon Press, Boston, 1965.

Hamilton, Virginia, In The Beginning, Harcourt Brace Jovanovich, New York, 1988.

Leach, Maria, The Beginning: Creation Myths Around The World, Funk and Wagnalls, New York, 1956.

## UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### CULTURAL INTERACTIONS - APPEARANCES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Cultures:  
Diverse

##### Attitudes

Perspectives

##### Skills

Information Gathering  
Classifying  
Identifying Similarities  
/Differences  
Communicating

#### RELATED CURRICULUM AREA(S)

#### OBJECTIVE/CRITICAL ATTRIBUTES

The students will be able to identify the attitudes different cultures have towards appearances

GRADE LEVEL 6

TIME 30 minutes

#### MATERIALS

Articles of clothing  
Pictures  
Vocabulary words

#### PROCEDURES

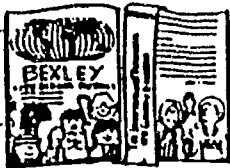
Show pictures of modern day children from different cultures (Philippines, Nigeria, Ukraine, Mexico)

Ask students questions about their first impressions, etc.

Point to and list different articles of clothing and adjectives describing them

Then share who the children are and their background

Discuss appreciation for diversities



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### DIVERSITIES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/  
Cultures: Diverse

##### Attitudes

Perspectives  
Awareness  
Diversity  
Respect

##### Skills

Logical Thinking vs.  
Emotional Thinking  
Information Gathering  
Interpreting Data  
Communicating

#### RELATED CURRICULUM AREA(S)

Health

Social Studies

#### OBJECTIVE/CRITICAL ATTRIBUTES

To write a short story incorporating elements of diverse cultures and conflicts people of those cultures might encounter in this country

GRADE LEVEL 6

TIME 1 week 45 to 50 min. periods

#### MATERIALS

Research material, Grid from previous class, Conflict brainstorming sheet

#### PROCEDURES

Research element of different cultures - Philippines, Nigeria, Ukraine, and Mexico

Discuss conflicts people from these cultures may experience in United States culture

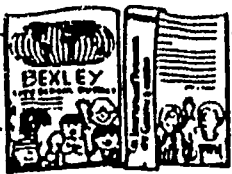
Review culture grid from previous class

Discuss element needed in their short stay - characters, setting, culture, conflict and resolution of conflict

The children will write a short story about characters from a culture other than the typical U. S. culture. We chose four cultures that are representative of students in our ESL program. These characters must experience an appropriate conflict (one that they realistically could experience in Bexley - i.e., usual clothing, unfamiliar family traditions, misunderstood terminology or expressions, unfamiliar ways of handling personal confrontation, example, shame based vs. guilt based). Then based on the cultural attributes they need to write a resolution to the conflict.

Discuss diversities of other cultures

Discuss awareness and appreciation of other cultures



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### FOUR DIFFERENT CULTURES

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Cultures:  
Diverse

##### Attitudes

Awareness

##### Skills

Information Gathering  
Communicating

#### RELATED CURRICULUM AREA(S)

Skills for adolescence (6th Grade Health)

#### OBJECTIVE/CRITICAL ATTRIBUTES

To have students become aware of components of the culture is from the Philippines, Nigeria, The Ukraine and Mexico

GRADE LEVEL 6

TIME 1 week 45 to 50 min. periods

#### MATERIALS

4 cards - one culture named on each: Philippines, Nigeria, Ukraine, Mexico  
Grids - 4 per child - each on 11x14

#### PROCEDURES

Divide class into four groups, each group selects a card

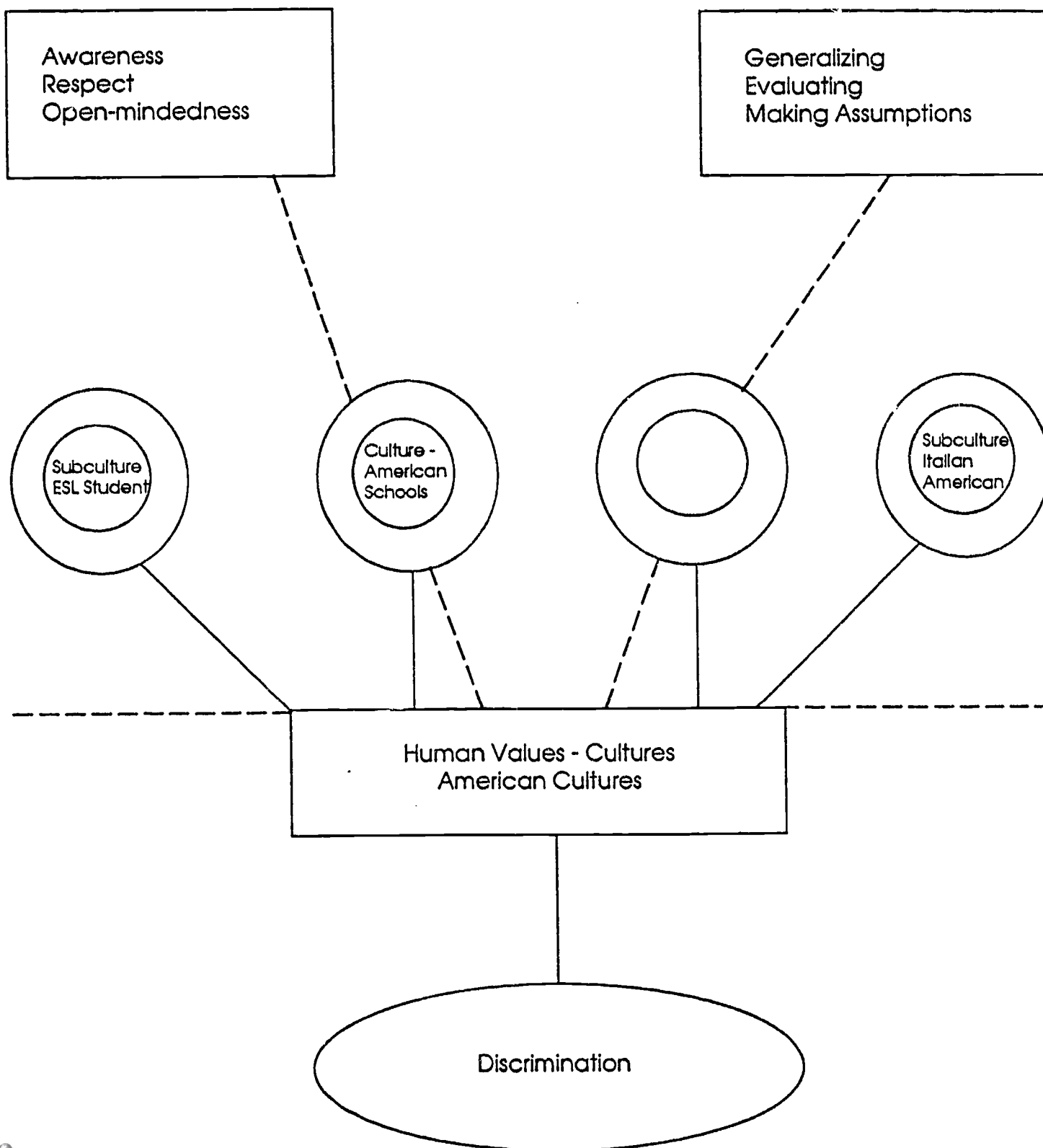
Explain to class that they will be going to the library to gather information about their culture

On presentation day each group presents information on its culture by speaking and showing "something" that represents what they are explaining.

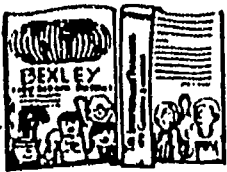
Everyone fills in a grid about each culture as presentations are given

On last day, discuss grids and add to or delete from

# UNIT PLANNING CHART







## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### ADVERTISING

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values

##### Attitudes

Awareness  
Respect  
Open-Mindedness

##### Skills

Generalizing  
Evaluation  
Making Assumptions

#### RELATED CURRICULUM AREA(S)

Advisory

#### OBJECTIVE/CRITICAL ATTRIBUTES

To develop awareness of discrimination and size.  
To develop respect for different subcultures  
To develop open-mindedness in recognizing/accepting differences

GRADE LEVEL 1-8

TIME 40 minutes

#### MATERIALS

Copy of ad, page 79 Unit III A World of Difference, teacher/student study guide

#### PROCEDURES

Show ad on overhead projector

Give background as needed

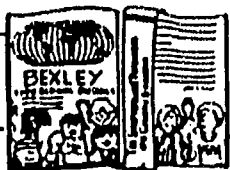
Ask how you would feel if you were Italian

Are all gangsters Italian-American?

Is this a stereotype?

Is this lacking in respect? In what ways?

What are other examples of ways the media have stereotyped ethnic and racial groups?



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### NEW IMMIGRANTS TO AMERICA AND THE PROBLEMS THEY FACE IN SCHOOL

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/  
Culture

##### Attitudes

Awareness  
Respect  
Open-Mindedness

##### Skills

Logical vs.  
Emotional Thinking  
Making Assumptions  
Generalizing  
Evaluation

#### RELATED CURRICULUM AREA(S)

Advisory

#### OBJECTIVE/CRITICAL ATTRIBUTES

To develop awareness of discrimination and size  
To develop respect for different subcultures  
To develop open-mindedness in recognizing/accepting differences

GRADE LEVEL 7-8

TIME 40 minutes

#### MATERIALS

Chart paper  
Markers  
A World of Difference, teacher/student study guide

#### PROCEDURES

Develop chart on following:  
Where have you lived?  
Where were your ancestors from?  
What religion?

Discuss reactions to those who appear to be different/from a different country, etc.

Discussion questions (page 89) Unit III of A World of Difference.  
Teacher/Student study Guide

Read and discuss reading regarding ESL students included in Lesson 15 Unit III (Page 89-94). Include a discussion on prejudice and how it affects its victims, respect and appreciation for other cultures.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### PREJUDICE IN THE THIRD GRADE

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/  
Cultures

##### Attitudes

Awareness  
Respect  
Open-Mindedness

##### Skills

Generalizing  
Evaluating  
Making Assumptions

#### RELATED CURRICULUM AREA(S)

Advisory

#### OBJECTIVE/CRITICAL ATTRIBUTES

To develop awareness of discrimination  
To develop respect for different subcultures  
To develop open-mindedness in recognizing/accepting differences

GRADE LEVEL 7-8

TIME 40 minutes

#### MATERIALS

Students bring in labels, empty boxes  
Generalization checklist  
Article: "Prejudice in the Third Grade" from A World of Difference,  
Teacher/student study guide  
Discussion questions

#### PROCEDURES

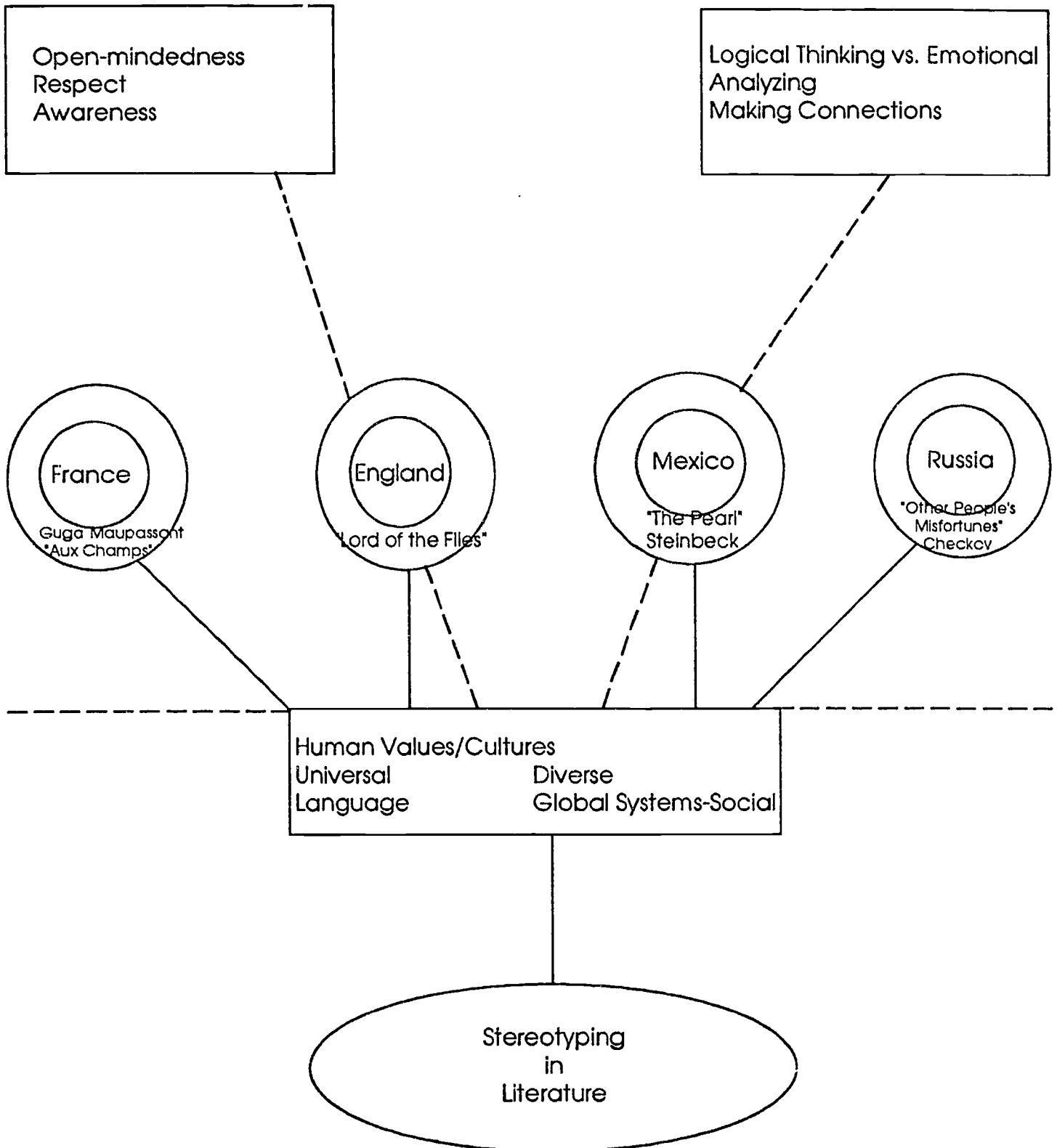
Display empty boxes/labels and discuss why we have them - develop a working definition of labels - discuss value of generalizations

Complete generalization checklist - discuss which were easier to answer, questions about people or objects. Ask students to rephrase generalizations in the chart.

Read "Prejudice in the Third Grade" page 69 AWOD

Discussion questions (page 67) including a discussion of awareness of prejudice, respect and open-mindedness regarding other cultural groups

# UNIT PLANNING CHART





## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### STEREOTYPING IN "AUX CHAMPS" BY GUY DE MANPASSANT

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values/Cultures  
-Universal  
-Language

##### Attitudes

Open-Mindedness  
Respect  
Awareness

##### Skills

Logical Thinking vs.  
Emotional  
Analyzing  
Making Connections

#### RELATED CURRICULUM AREA(S)

- story read in College Comp
- story read in French IV
- story read in Humanities

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Recognize stereotyping based on social class
- Experience an example of late 19th Century French literature

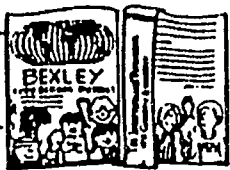
GRADE LEVEL French IV - High School Grades 11 or 12 TIME 1 -2 weeks

#### MATERIALS

Book Dauze Contes de Manpassant  
Notebook

#### PROCEDURES

- Locate Normandy, France
- Talk about life in Normandy, France, late 19th Century
- Assign story to be read - answer questions - to understand plot
- Discuss plot, characters, setting; familiarize students with new vocabulary (could be presented earlier)
- Look for and recognize stereotypes (by class) - (rich vs. poor) in the story
- Discuss relevancy of the stereotyping today in our culture
- Experience the different French dialects used by Manpassant to show rural, low class vs. upper class speech - Try it in class!



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### STEREOTYPING IN "LORD OF THE FLIES"

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
-Diverse  
Global Systems  
-Social

##### Attitudes

Open-Mindedness  
Respect  
Awareness

##### Skills

Logical Thinking vs.  
Emotional  
Analyzing  
Making Connections

#### RELATED CURRICULUM AREA(S)

- story read in French IV
- story read in Humanities
- story read in English 9

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Broaden critical thinking skills focusing in stereotypes
- Recognize stereotypes based on social class

GRADE LEVEL 10

TIME one day

#### MATERIALS

Short stories - novel  
Chalkboard and chalk  
Current magazine ads

#### PROCEDURES

Students have read literature

Discuss and characterize major characters

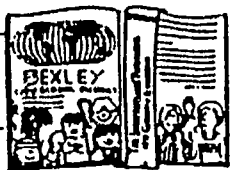
From list of characters, focus on Piggy's traits and others' responses to them

Identify words that have negative connotations

Relate information about Piggy to society and compare to other characters

Ad saying glasses make you look intelligent (Piggy) - stereotype of short, fat kid with glasses as smart nerd)

Respond to him. Analyze which words reflect stereotyping and how and why. Then discuss modern-day examples and display glasses ad.



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### STEREOTYPING IN "OTHER PEOPLE'S MISFORTUNE" BY ANTON CHEKOV

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
-Diverse Cultural  
-Diverse Social  
Systems

##### Attitudes

Open-Mindedness  
Respect  
Awareness

##### Skills

Logical Thinking vs.  
Emotional  
Analyzing  
Making Connections

#### RELATED CURRICULUM AREA(S)

- story read in College Comp
- story read in English 9
- story read in French IV

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Recognizing stereotyping based on social class

GRADE LEVEL 12

TIME one period

#### MATERIALS

Short story "Other People's Misfortune"

#### PROCEDURES

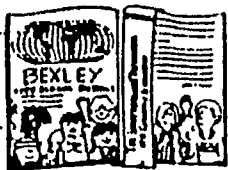
Assign story to students to be read for homework

Discuss story in class to clarify plot, character, and setting

Question reaction of young wife to expose her inability to understand why the poor Russian family was losing their home

Discuss stereotypes based on social class

Make connections with everyday examples of stereotyping based on social class



## BEXLEY INTERNATIONAL PERSPECTIVE MODEL

### STEREOTYPING IN LITERATURE "THE PEARL"

#### INSTRUCTIONAL COMPONENT

##### Knowledge

Human Values  
Global Issues  
-Social

##### Attitudes

Open-Mindedness  
Respect

##### Skills

Logical Thinking vs.  
Emotional  
Making Connections

#### RELATED CURRICULUM AREA(S)

- story read in College Comp
- story read in Humanities
- story read in French IV

#### OBJECTIVE/CRITICAL ATTRIBUTES

- Recognize stereotypes based on social class

GRADE LEVEL 9

TIME \_\_\_\_\_

#### MATERIALS

"The Pearl"

#### PROCEDURES

Assign story

Teach short story - extend story with plot and other elements of literature

Examine characters/attitudes/stereotypes

- racial
- economical
- educational

Discuss awareness of differences and open-mindedness to other cultural groups

Distinguish between examples of logical and emotional thinking regarding stereotypes

Make connections with personal stereotypes and examples in daily life